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ABSTRACT

This fifteen-module gamebook is part of a multi-media curriculum package aimed at informing students in grades 6 through 9 about women's work projects and problems and new opportunities for women in nontraditional occupations: it is also designed to help students engage in school activities to explore skilled trade and technical fields. Specific topics of the thirty activities contained in the modules include student goals and perceptions of the world of work, sex stereotypes, nontraditional occupations for women, family budgets and the role of the working housewife in contributing to family income, working with basic tools, working with electricity, lifting and moving objects, using math for design purposes, the multiple applications of eight basic trade skills, actual exposure to women at work in trade occupations, job opportunities and salaries available to members of twenty-four different trades, opportunities for learning trade and technical skills in school, learning about the world of work, definitions of trade-related terms, and coping with pressures against entering nontraditional occupations. Among the novel formats employed in individual games are bingo, quiz shows, finding hidden objects, role playing, and auctions. (The leader's guide is available separately through ERIC--see note.) (MN)

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ED198386

Gamebook

CONNECTIONS

A Program
for Middle School Students
about

Women and Work and Skills for Good Jobs

Developed by:

The Boston YWCA
140 Clarendon Street
Boston, Massachusetts 02116

Women's Educational Equity Act Program
U.S. EDUCATION DEPARTMENT

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CE 028 113

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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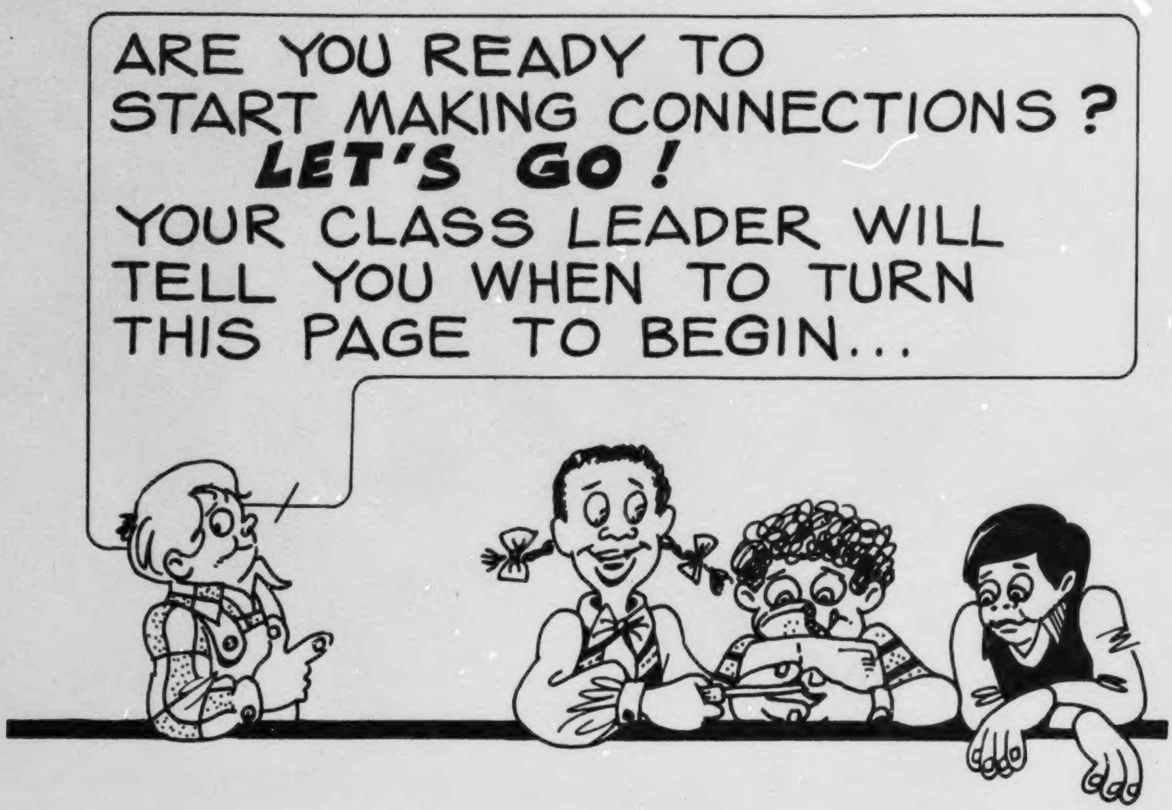
This Book Belongs to...

Name

Grade

School


ARE YOU READY TO START MAKING CONNECTIONS? LET'S GO! YOUR CLASS LEADER WILL TELL YOU WHEN TO TURN THIS PAGE TO BEGIN...

Predictions

Game Rules

To predict your own future, check YES or NO under Column 1 (Me). When the girls and boys in each group have been counted, fill in the totals under Column 2 (Girls) and Column 3 (Boys).

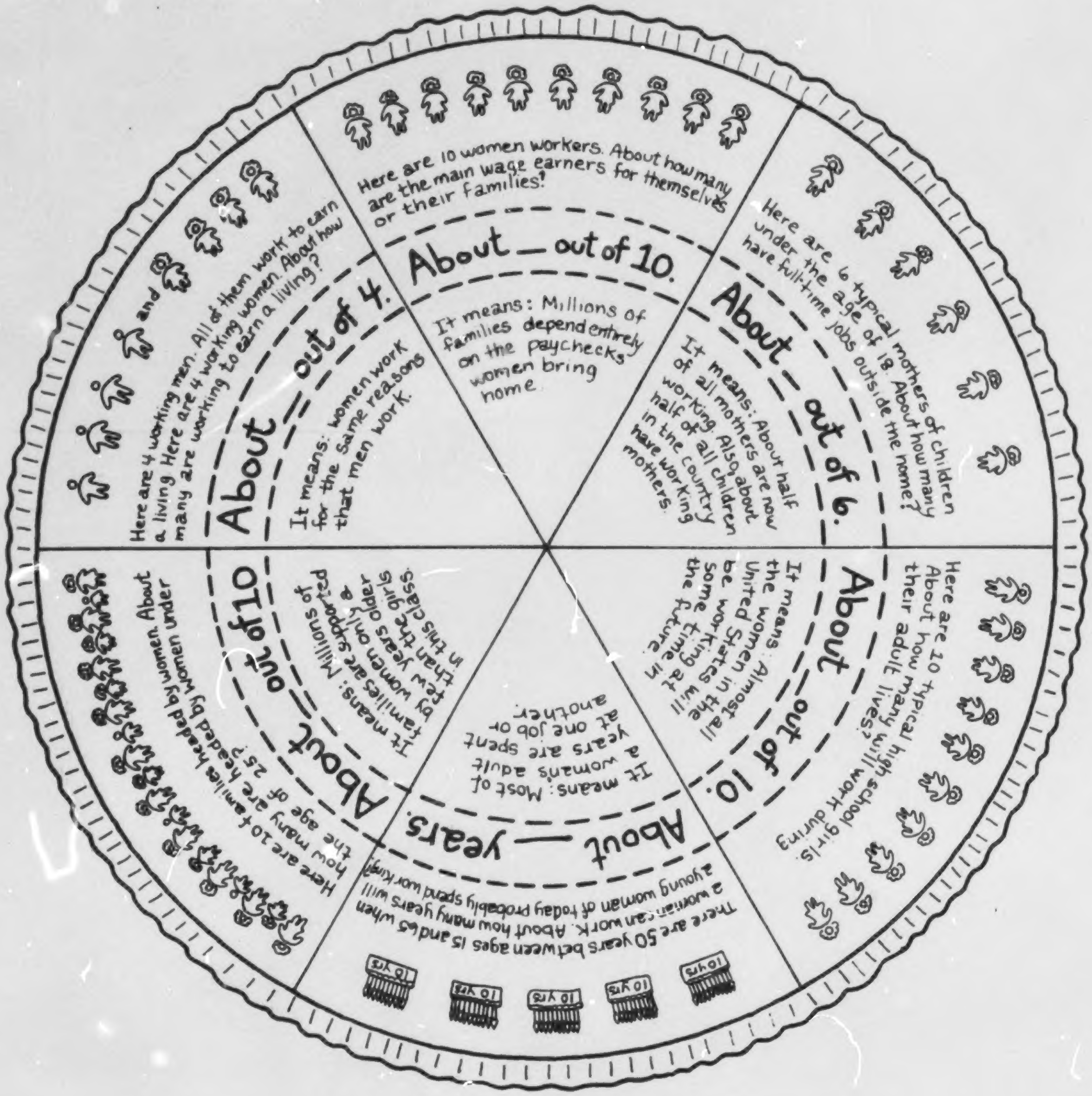
Predictions Chart

	Column 1 Me		Column 2 Girls		Column 3 Boys	
	YES	NO	YES	NO	YES	NO
I'll probably . . . 1. Work when I graduate from high school or college						
2. Get married						
3. Quit working if I get married						
4. Quit working if I have kids						
I'll probably work to . . . 5. Support myself--pay for basics like food, rent, and clothes						
6. Earn only enough to pay for extras like a stereo or a new car						
7. Do something that interests me						

Real-Life Slices

Game Rules

In art and literature, the phrase "a slice of life" describes how things really are. Each slice of the pie below shows part of a true fact about women and work. Guess the answers to fill in the blanks and see how the true facts all add up.



Here are 10 women workers. About how many are the main wage earners for themselves or their families?

About ___ out of 10.

It means: Millions of families depend entirely on the paychecks women bring home.

Here are 6 typical mothers of children under the age of 18. About how many have full-time jobs outside the home?

About ___ out of 6.

It means: About half of all mothers are now working. Also, about half of all children in the country have working mothers.

Here are 10 typical high school girls. About how many will work during their adult lives?

About ___ out of 10.

It means: Almost all the women in the United States will be working at some time in the future.

There are 50 years between ages 15 and 65 when a woman can work. About how many years will a young woman of today probably spend working?

About ___ years.

It means: Most of a woman's adult years are spent at one job or another.

Here are 10 families headed by women. About how many are headed by women under the age of 25?

About ___ out of 10

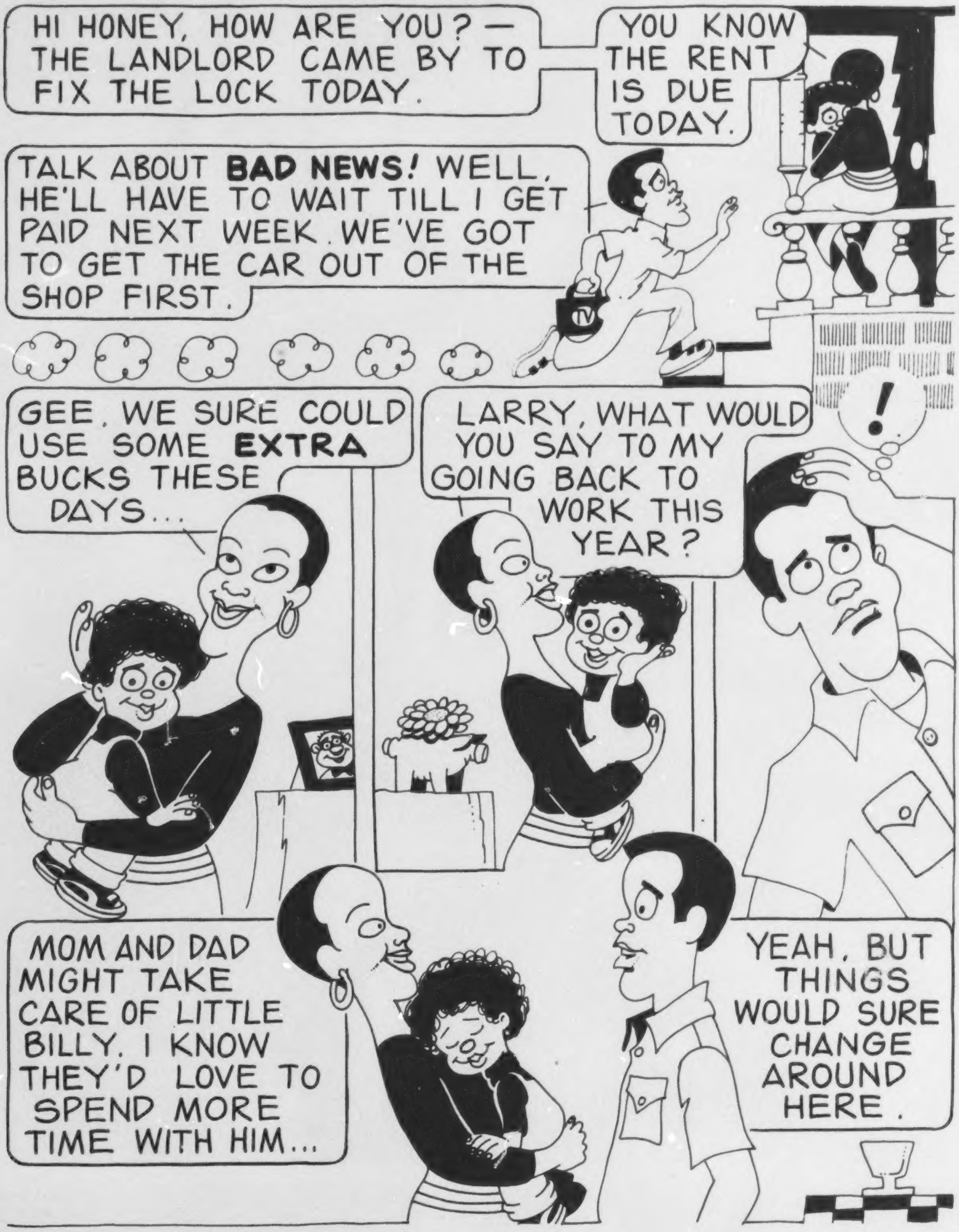
It means: Millions of families are supported by women only a few years older than the girls in this class.

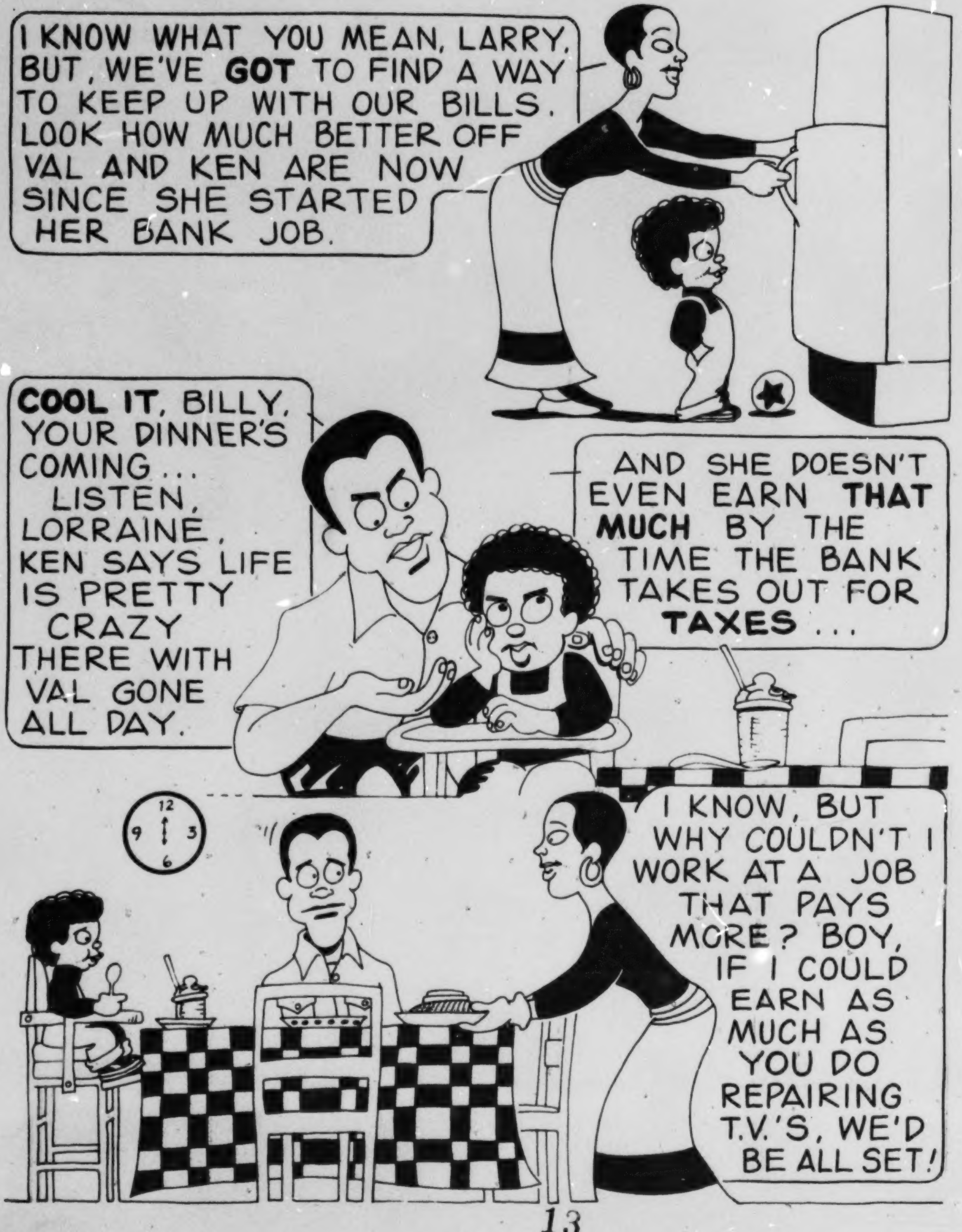
Here are 4 working men. All of them work to earn a living. Here are 4 working women. About how many are working to earn a living?

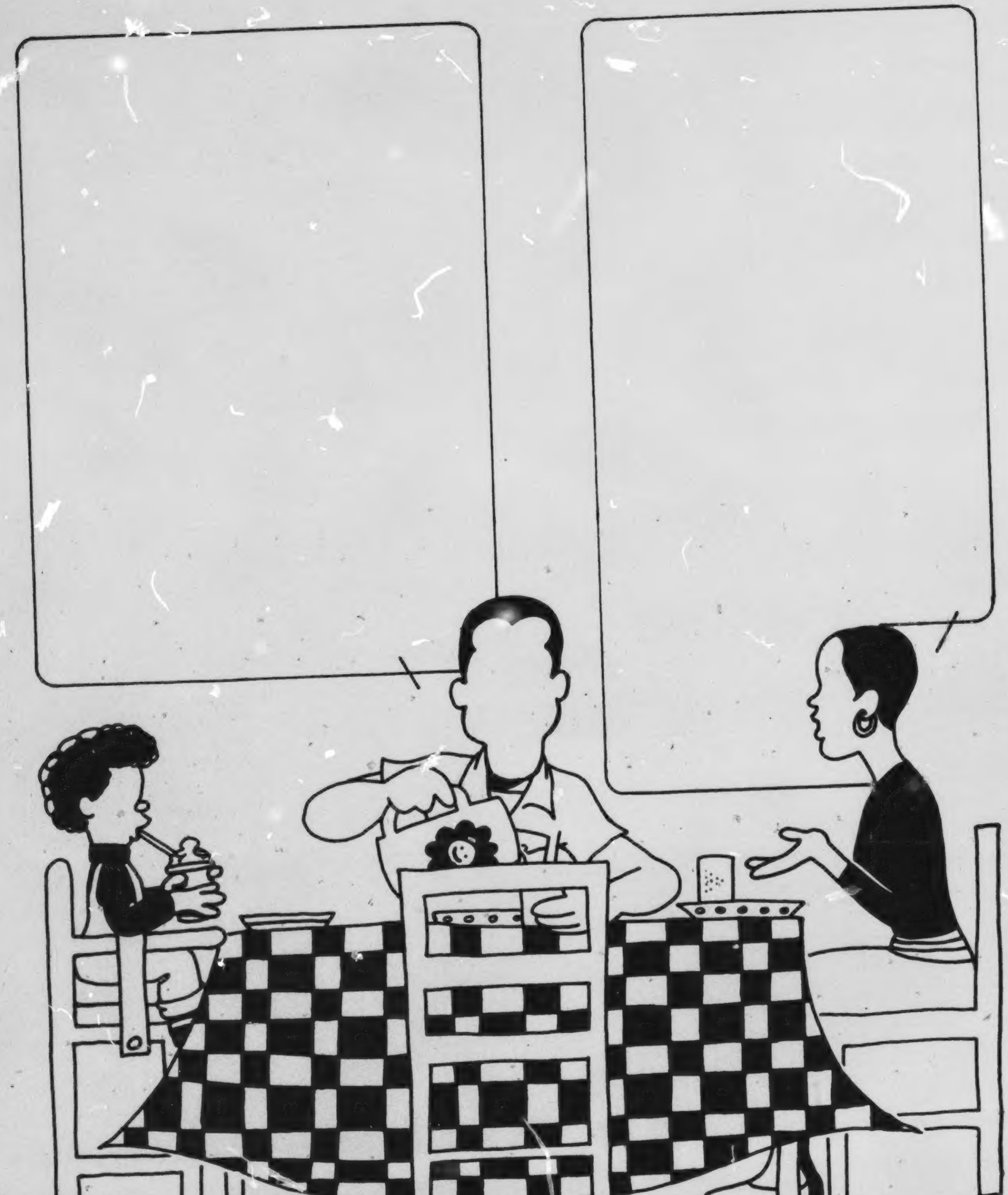
About ___ out of 4.

It means: women work for the same reasons that men work.

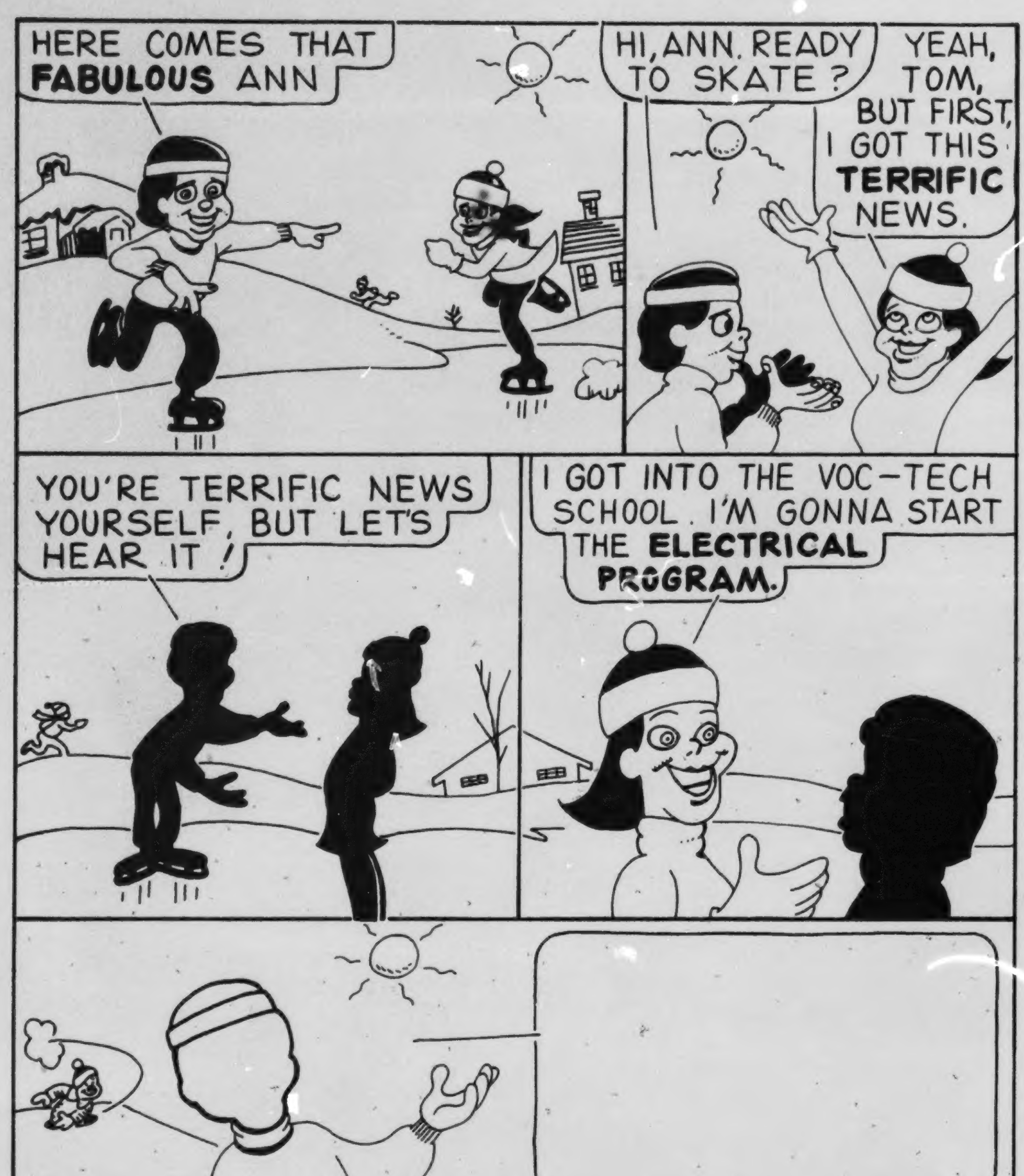
Lorraine and Larry


HI HONEY, HOW ARE YOU? — THE LANDLORD CAME BY TO FIX THE LOCK TODAY.
YOU KNOW THE RENT IS DUE TODAY.
TALK ABOUT BAD NEWS! WELL, HE'LL HAVE TO WAIT TILL I GET PAID NEXT WEEK. WE'VE GOT TO GET THE CAR OUT OF THE SHOP FIRST.
TV
GEE, WE SURE COULD USE SOME EXTRA BUCKS THESE DAYS...
LARRY, WHAT WOULD YOU SAY TO MY GOING BACK TO WORK THIS YEAR?
!
MOM AND DAD MIGHT TAKE CARE OF LITTLE BILLY. I KNOW THEY'D LOVE TO SPEND MORE TIME WITH HIM...
YEAH, BUT THINGS WOULD SURE CHANGE AROUND HERE.

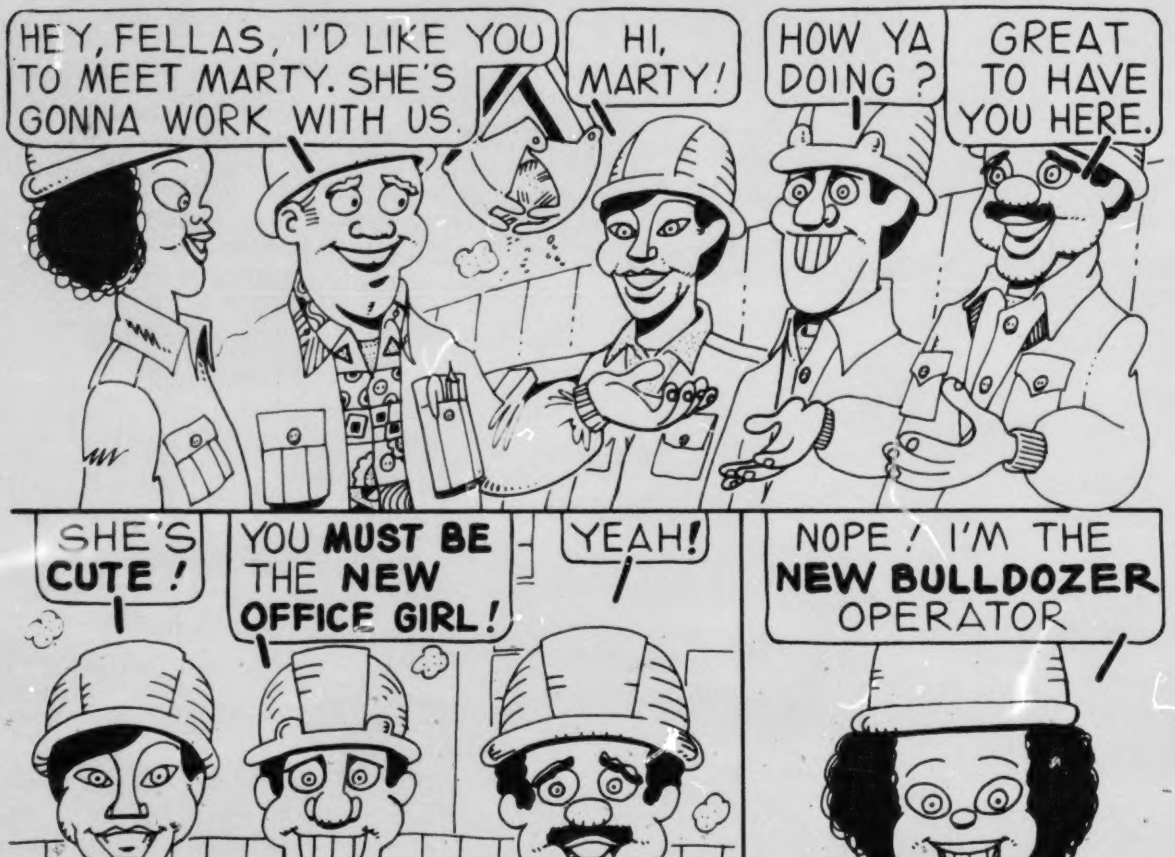

I KNOW WHAT YOU MEAN, LARRY. BUT, WE'VE **GOT** TO FIND A WAY TO KEEP UP WITH OUR BILLS. LOOK HOW MUCH BETTER OFF VAL AND KEN ARE NOW SINCE SHE STARTED HER BANK JOB.
COOL IT, BILLY, YOUR DINNER'S COMING... LISTEN, LORRAINE, KEN SAYS LIFE IS PRETTY CRAZY THERE WITH VAL GONE ALL DAY.
AND SHE DOESN'T EVEN EARN **THAT MUCH** BY THE TIME THE BANK TAKES OUT FOR **TAXES**...
12
9
3
6
I KNOW, BUT WHY COULDN'T I WORK AT A JOB THAT PAYS MORE? BOY, IF I COULD EARN AS MUCH AS YOU DO REPAIRING T.V.'S, WE'D BE ALL SET!

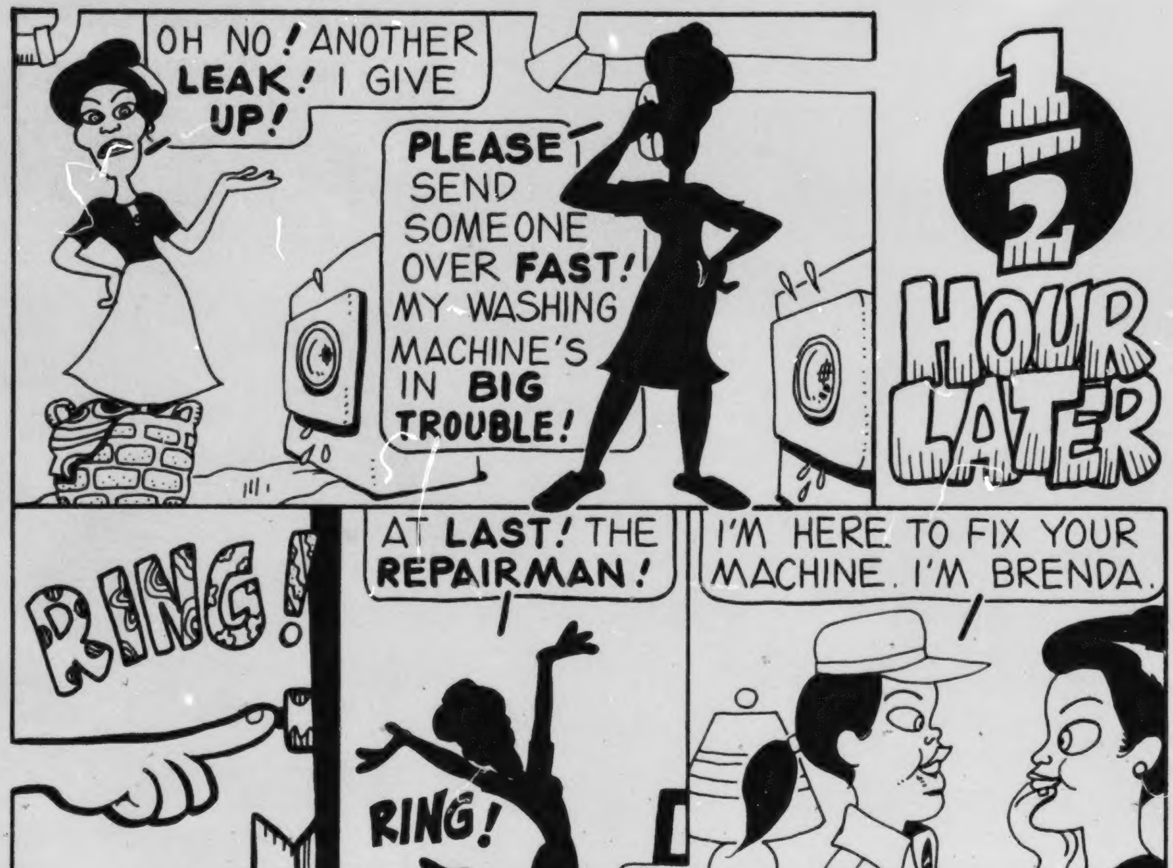


Candid Camera Comics


HERE COMES THAT **FABULOUS** ANN
HI, ANN. READY TO SKATE ?
YEAH, TOM, BUT FIRST, I GOT THIS **TERRIFIC** NEWS.
YOU'RE TERRIFIC NEWS YOURSELF, BUT LET'S HEAR IT !
I GOT INTO THE VOC-TECH SCHOOL. I'M GONNA START THE **ELECTRICAL PROGRAM.**
VENABLES

2.


HEY, FELLAS, I'D LIKE YOU TO MEET MARTY. SHE'S GONNA WORK WITH US.
HI, MARTY!
HOW YA DOING ?
GREAT TO HAVE YOU HERE.
SHE'S **CUTE** !
YOU **MUST BE** THE **NEW OFFICE GIRL**!
YEAH!
NOPE! I'M THE **NEW BULLDOZER** OPERATOR
VENABLE

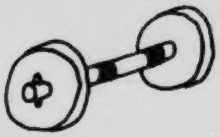
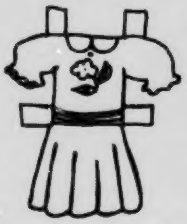
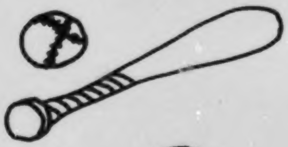
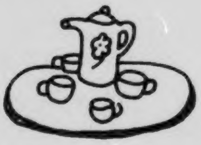
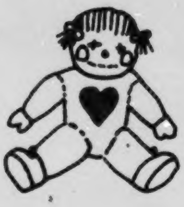
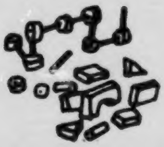
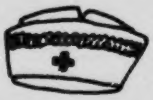
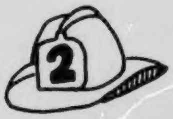

OH NO! ANOTHER LEAK! I GIVE UP!
PLEASE SEND SOMEONE OVER FAST! MY WASHING MACHINE'S IN BIG TROUBLE!
1/2 HOUR LATER
RING!
AT LAST! THE REPAIRMAN!
RING!
I'M HERE TO FIX YOUR MACHINE. I'M BRENDA.
NEW SUDS NEW

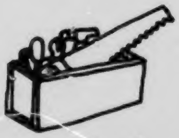
Picking Up Signals

Game Rules

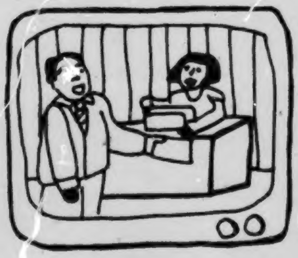
Children pick up signals about work for women and work for men from toys, TV, and what they see their parents do. On this page are some things children play with or see around the house. Look at them and answer the questions below.

Which of these toys do girls usually get? What jobs do they make you think of? Which do boys usually get? What jobs do they make you think of?

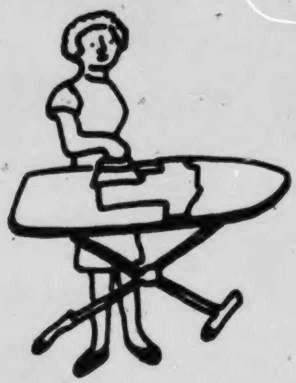
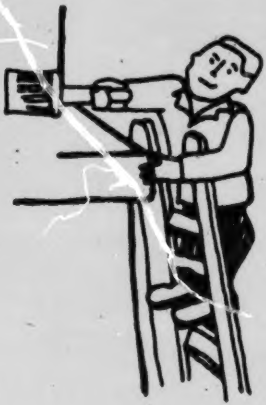











What does this TV picture tell you about jobs for women and jobs for men?



What signals do children pick up from what mothers and fathers do?

Picking Up Signals

Game Rules

On this page are some things children hear. What signals come through from statements or questions like these?

EDDIE'S SO TOUGH. HE'LL NEVER LET ANYONE PUSH HIM AROUND!

How are you going to support a family when you grow up, Jimmy?

Linda, why don't you get your brother to fix your bedroom window?

WHAT A TOMBOY SHE IS! I HOPE SHE'LL GROW OUT OF IT.

Dennis, go give your uncle a hand with the car.

Let's give John that old radio. He'll have fun trying to fix it.

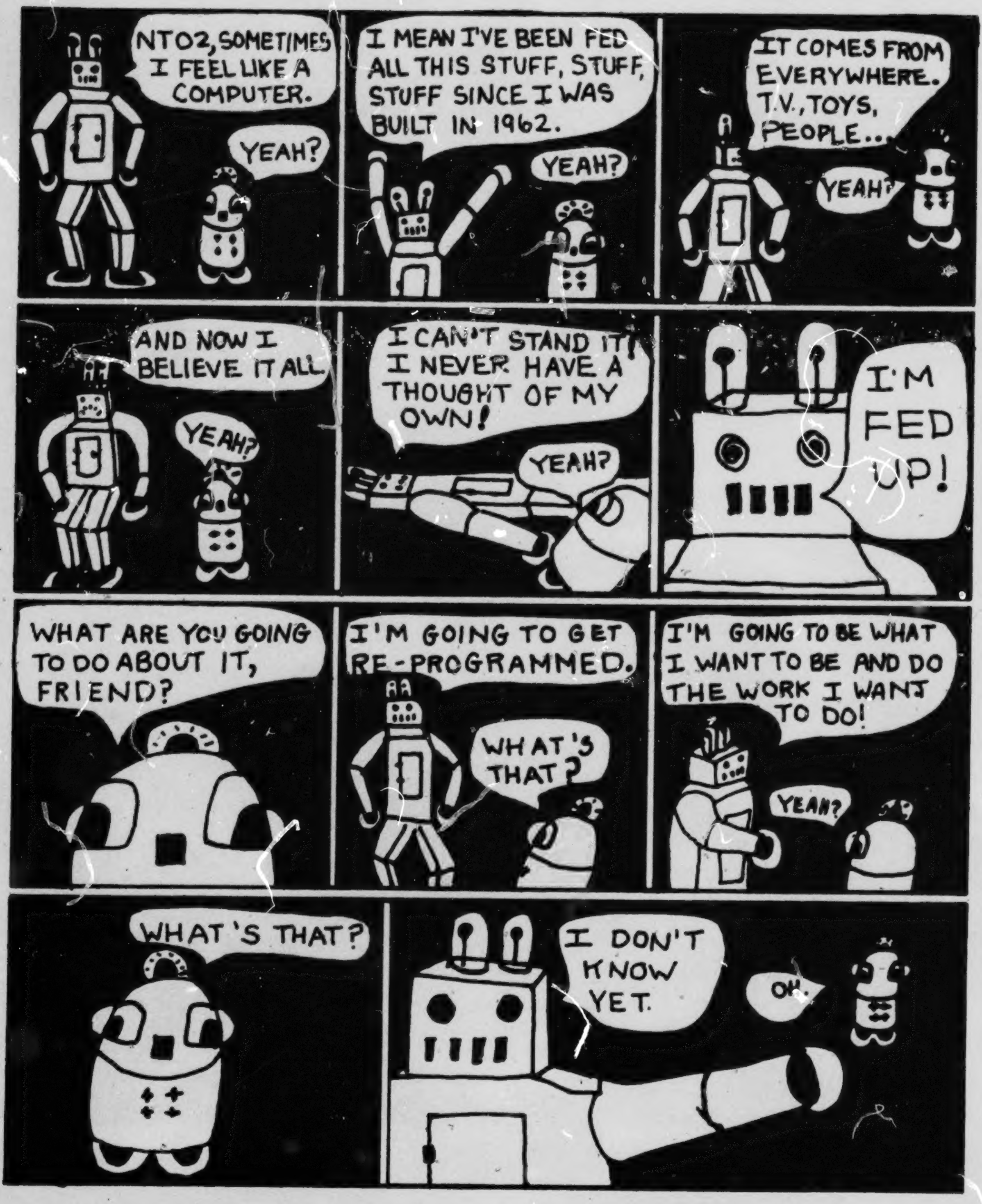
DON'T GIVE HER THAT BOX. IT'S TOO HEAVY FOR HER TO CARRY.

FORGET MATH AND SCIENCE, AMY. BOYS ALWAYS DO BETTER IN THOSE SUBJECTS.

Just like a boy. He's always taking things apart.

Lucy, come do the dishes. It's time you started acting like a lady!

NT02 and Friend


NTO2, SOMETIMES I FEEL LIKE A COMPUTER.
YEAH?
I MEAN I'VE BEEN FED ALL THIS STUFF, STUFF, STUFF SINCE I WAS BUILT IN 1962.
YEAH?
IT COMES FROM EVERYWHERE. T.V., TOYS, PEOPLE...
YEAH?
AND NOW I BELIEVE IT ALL.
YEAH?
I CAN'T STAND IT! I NEVER HAVE A THOUGHT OF MY OWN!
YEAH?
I'M FED UP!
WHAT ARE YOU GOING TO DO ABOUT IT, FRIEND?
I'M GOING TO GET RE-PROGRAMMED.
WHAT'S THAT?
I'M GOING TO BE WHAT I WANT TO BE AND DO THE WORK I WANT TO DO!
YEAH?
WHAT'S THAT?
I DON'T KNOW YET.
OH.

Job Relay

Game Rules

The Game Plan

- Within a time limit of 10 minutes, Team A must list on the chalkboard Scoreboard names of jobs that men usually hold.
- Within the same time limit, Team B must list names of jobs that women usually hold.
- Players must observe *all* the rules of the game or their team will be disqualified.

To Play the Game

Step 1. Player 1 from Team A goes to the front of the room, shakes hands with all three Experts, and writes a job name on the board under the column headed "Jobs Men Usually Have." Player 1 from Team B does the same thing, using the column headed "Jobs Women Usually Have."

Step 2. Player 1 then returns to his/her seat, shakes hands with Player 2, and sits down.

Step 3. Player 2 goes to the board (*without* shaking hands with the Experts), writes a job name, returns, and shakes hands with Player 3, who then goes to the board, etc. At the end of his/her turn, Player 6 shakes hands with Player 1 to keep the team going.

Step 4. Play continues in this fashion until the timer bell signals that the time limit is up.

Step 5. A Player who cannot think of a job name during his/her turn may ask one of the Experts. The Player then shakes hands with the Expert who provided the name, returns to his/her seat, and shakes hands with the next Player. If the Expert cannot provide a name, the Player loses his/her turn and the next Player goes to the board.

Step 6. The team that has listed the most names when the time limit is up wins the game.

Stump the Experts

Game Rules

Answer these questions by circling one of the answers listed below each one.

1. People in the United States work in more than 20,000 different types of jobs. The government groups these jobs into 441 separate occupations. In how many of the 441 occupations do women work?

   a) about 65
   b) about 185
   c) about 20

2. The government also publishes information describing workers and wages in different occupations. In the ten *lowest* paying occupations, the workers are:

   a) almost all men
   b) almost all women
   c) about half and half

3. Men who work full time generally earn:

   a) about the same as women who work full time
   b) a little more than women who work full time
   c) almost twice as much as women who work full time

4. A head of household is the person who supports the family. Government figures for 1976 showed that male heads of household earned about $245 a week. What did female heads of household earn?

   a) about $156 a week
   b) about $200 a week
   c) about $245 a week

5. A woman with a high school degree earns:

   a) much more than a man with only an 8th grade education
   b) less than a man with only an 8th grade education
   c) the same as a man with only an 8th grade education

6. Most women have low-paying jobs because:

   a) women don't have job skills for occupations that pay well
   b) women don't work hard enough
   c) women don't really care about earning money

7. Most women don't have job skills for occupations that pay well. Most often, it's because:

   a) women are not capable of learning these skills
   b) women are not allowed to learn these skills
   c) women are not encouraged to learn these skills in school

Government Facts that are Eye-Openers

Eye-Opener 1

In the U.S. there are:	Women work in:	80% of all women work in:
About 441 occupations	About 20 occupations	Only about 4 job fields: ● clerical work ● service industries ● retail sales ● factories and plants

Eye-Opener 2

Ten lowest paid U.S. occupations	Percent of workers who are women
Practical nurses	about 96%
Hairdressers and cosmetologists	about 90%
Cooks	about 63%
Health aides, except nursing	about 84%
Nurse aides	about 85%
Sewers and stitchers	about 94%
Farm laborers	about 13%
Dressmakers and seamsters	about 96%
School monitors	about 91%
Child-care workers	about 93%

Eye-Opener 3

- Men who work full time earn about $14,600 a year
- Women who work full time earn about $8,600 a year
- Most working women earn about $6,000 a year less than most working men

The Case of the Missing Young Woman

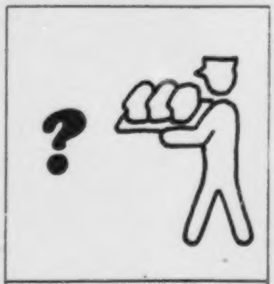
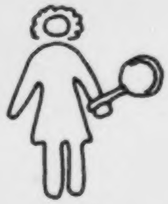
Game Rules

Below are some real-life "case histories." The young woman who belongs in each story is missing from the picture next to it.

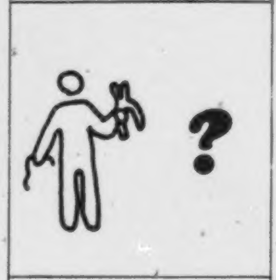
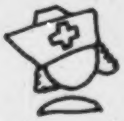
From Column 2, choose a picture that illustrates each missing young woman. Draw a line from the young woman to the picture she belongs in in Column 1. Then answer the questions at the end of each case history.

Column 1 Column 2

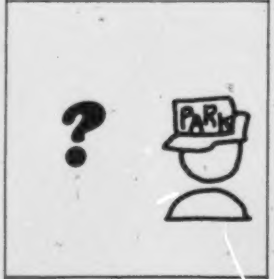
1. Doris works as a clerk in a supermarket. Don drives a truck that delivers breads and cakes to Doris' store. Who earns more?_________ Why?

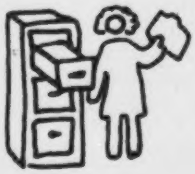



2. Roxanne, a clerk-typist, has worked at a television station for five years. Roy, an assistant electrician, started at the station three months ago. It is his first job. Who earns more?

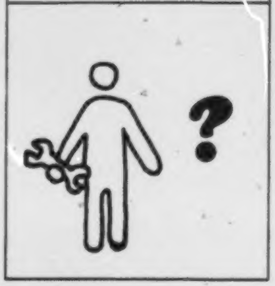
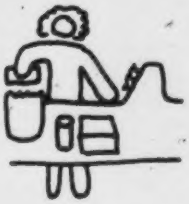



3. Janice and Sam earn the same salary. Janice is a licensed practical nurse. Sam is a parking lot attendant. Who spent more time on training? __________ More money on training?__________





4. Ben and Diana were good students in high school. In addition to regular courses, Ben took Auto Mechanics. Diana took Home Economics. They got married and decided that both would work for a while to save for a family. But one of them had a lot of trouble finding a job. Which one? _________ Why?__________

Super Challenge

Reporter's Record Chart

Game Rules

Each group will choose two Reporters, one girl and one boy.

The Reporters' jobs are to:

Step 1. Set the timer for five minutes or use a watch or the classroom clock to time the person doing the task. Tell the person when to start and stop.

Step 2. When the five minutes are up, decide whether the person did or did not complete the task and check the answer in Column 1 of the chart below.

Step 3. Ask if the person thought the task was hard or easy and check the answer in Column 2.

Step 4. Ask if the person would like or would not like a job with tasks like this. Check the answer in Column 3.

The Reporters, as a team, will make a report on the students in their group who tried the *Super Challenge* task.

	Girls Who Tried the Task						Boys Who Tried the Task					
	Column 1		Column 2		Column 3		Column 1		Column 2		Column 3	
Group	completed task	did not complete task	thought it was hard	thought it was easy	would like a job with tasks like this	would not like a job with tasks like this	completed task	did not complete task	thought it was hard	thought it was easy	would like a job with tasks like this	would not like a job with tasks like this
1												
2												
3												
4												
5												

Changing Can't to Can

Game Rules

Have you ever said to yourself, "I *CAN'T* do that?" Sometimes people say they *CAN'T* before they even *TRY*.

Answer the questions and do the activities below. You'll see how simple it is to change from *CAN'T* to *CAN*.

1. Put a check mark in front of the statement or statements below that you think are true.

   a) Girls can thread a tackboard *much better* than boys.

   b) Girls and boys can thread a tackboard *about the same*.

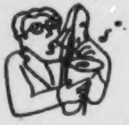
   c) Boys can thread a tackboard *much better* than girls.

2. Write the name of something that is like the tackboard activity that almost everyone over the age of three can do.

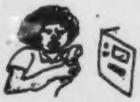
   Almost everyone can____________________________________

3. Four of the workers below perform tasks in their jobs that are similar to the tackboard activity. Draw a circle around each one.

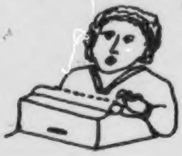
Jazz musician



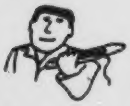
Computer repairperson



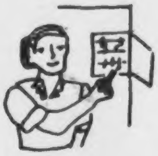
Secretary



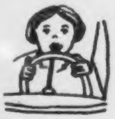
Weaver



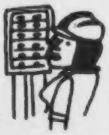
Telephone technician



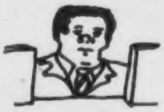
Truck driver



Electrician



Bank teller



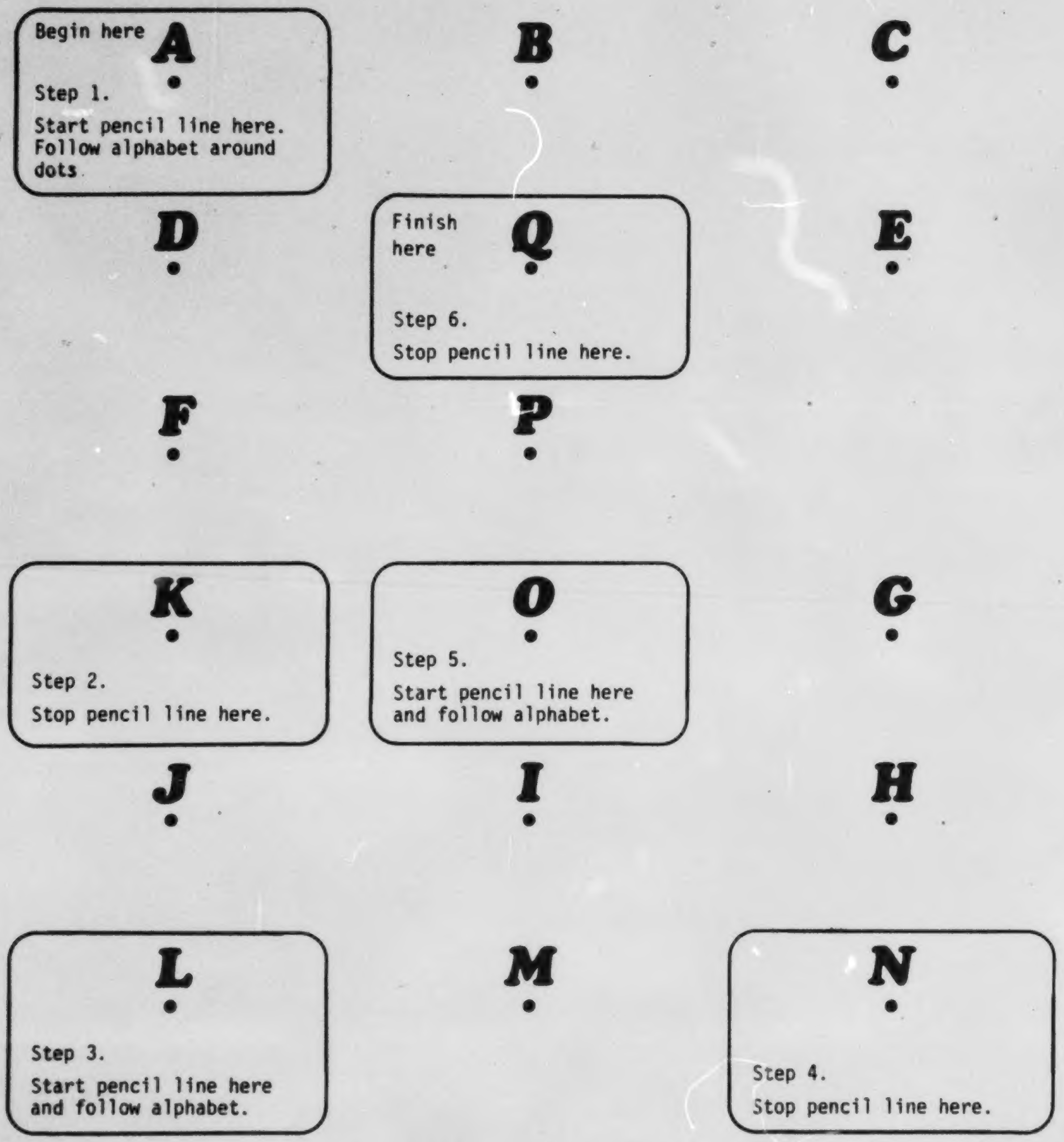
4. Turn to the next page of your Gamebook. Can you detect the secret message?

   The message is:_________

Super Duper Challenge

Game Rules

Does this diagram look familiar to you? This time, connect the dots with a pencil line. When you're done, turn the page sideways. Can you make out the secret message?



Begin here

Step 1.

Start pencil line here. Follow alphabet around dots.

Finish here

Step 6.

Stop pencil line here.

Step 2.

Stop pencil line here.

Step 5.

Start pencil line here and follow alphabet.

Step 3.

Start pencil line here and follow alphabet.

Step 4.

Stop pencil line here.

Think of It This Way

Game Rules

People used to say that women can't handle men's work or can't feel comfortable working with men. But if you really think about this . . .

"Men's" work requires	Many women
1. Physical strength 	• lift heavy furniture • carry children • carry loaded shopping bags • what else? ____
2. Getting dirty, grubby or greasy 	• clean ovens, stove tops, floors • cut up and prepare oily foods • cultivate house plants and gardens • what else? ____
3. Mechanical skills 	• drive cars • follow road maps • operate sewing machines • follow pattern instructions • what else? ____
4. Mathematical skills 	• follow cooking recipes • keep family or office acounts • find bargain prices • what else? ____
5. Getting along with men 	• take coed classes • enjoy football, baseball, and other sporting events • work with men in restaurants, factories, hospitals • what else? ____
6. Working outside 	• spend hours outdoors in playgrounds with children • enjoy hiking, tennis, and other fresh air activities • work as school or traffic guards • what else? ____

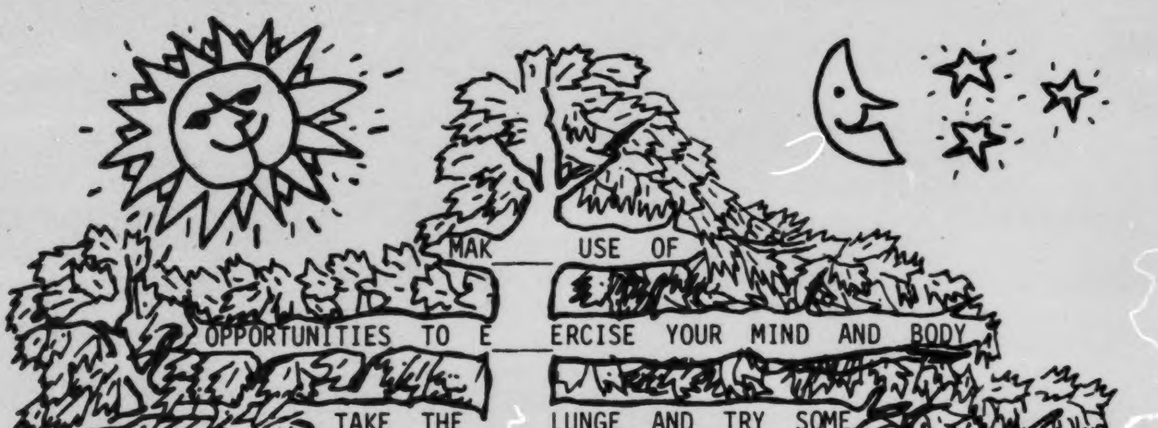
Reach Out

Game Rules

Start building career skills early. You'll be like a tree with strong roots, able to reach for the sun, the moon, and the stars.

Don't miss out on chances in school to improve your math, science, and physical fitness, and to learn to use different kinds of tools. These skills will give you more freedom to branch out when you're ready to choose an occupation for your own future.

Fill in the missing letters below. They'll spell out a word that's important for both girls and boys in preparing for the work world. You'll be doing it soon in *CONNECTIONS*.



MAK___ USE OF
OPPORTUNITIES TO E___ERCISE YOUR MIND AND BODY
TAKE THE ___LUNGE AND TRY SOME
TECHNICA___ COURSES AND
HANDS-___N TASKS. THEY
CAN STEE___ YOU TOWARD
GOOD CAR___ER POSSIBILITIES.

Lucky Knocko

Game Rules

The Game Plan

- *Lucky Knocko* is played like Bingo.
- On the next few pages you will find several different *Lucky Knocko* boards, labeled *Game Board A*, *Game Board B*, *Game Board C*, etc. The class leader will tell you which one you will play the game on.
- The class leader will also give you a handful of small objects to use as markers.

To Play the Game

Step 1. Start by covering the *Lucky Knocko* space in the center of your board with one of the markers.

Step 2. The Caller draws numbers at random from the pile and calls them out, keeping a record of those that have been called.

Step 3. As each number is called, cover the space on your board that has the same number.

Step 4. If you cover five spaces in a row (up, down, across, or diagonally), knock on wood (desk or floor) to show that you have won!

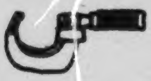
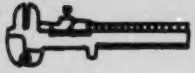
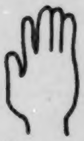
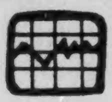
Game Board A

Game Rules

Knock on wood when you are a lucky winner! You'll know the names of some occupational fields that offer good opportunities for working men and women.

To push your luck further, turn your *Lucky Knocko* board over to see some of the tools workers use in the fields shown in your winning row. In the next few years, you'll have opportunities in school to learn to use many of these tools.

3 Machine Tool Trades	**6** Transportation	**13** Drafting Occupations	**20** Small Engine Repair	**16** Copy & Business Machine Repair
15 Environmental Sciences Occupations	**4** Electrical Occupations	**8** Instrument Repair	**22** Radio-TV Repair	**19** Painting & Paperhanging
18 Air Conditioning, Heating & Refrigeration	**9** Railroad Occupations	**Lucky Knocko** ★★★	**7** Metalworking Trades	**24** Firefighting & Law Enforcement
1 Computer Assembly & Repair	**12** Large & Small Appliance Repair	**5** Electronics Occupations	**17** Plumbing & Piping	**11** Automotive Occupations
21 Telephone Craft Occupations	**23** Heavy Equipment Occupations	**2** Commissioned Sales Occupations	**10** Building Maintenance Occupations	**14** Carpentry & Cabinet Making

 Machine Tool Trades	 Transportation	 Drafting Occupations	 Small Engine Repair	 Copy & Business Machine Repair
 Environmental Sciences Occupations	 Electrical Occupations	 Instrument Repair	 Radio-TV Repair	 Painting & Paperhanging
 Air Conditioning, Heating & Refrigeration	 Railroad Occupations	Lucky Knocko ★★★★	 Metalworking Trades	 Firefighting & Law Enforcement
 Computer Assembly & Repair	 Large & Small Appliance Repair	 Electronics Occupations	 Plumbing & Piping	 Automotive Occupations
 Telephone Craft Occupations	 Heavy Equipment Occupations	 Commissioned Sales Occupations	 Building Maintenance Occupations	 Carpentry & Cabinet Making

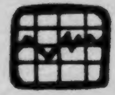
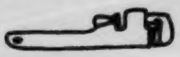
Game Board B

Game Rules

Knock on wood when you are a lucky winner! You'll know the names of some occupational fields that offer good opportunities for working men and women.

To push your luck further, turn your *Lucky Knocko* board over to see some of the tools workers use in the fields shown in your winning row. In the next few years, you'll have opportunities in school to learn to use many of these tools.

8 Machine Tool Trades	**15** Transportation	**23** Drafting Occupations	**10** Small Engine Repair	**4** Copy & Business Machine Repair
21 Environmental Sciences Occupations	**24** Electrical Occupations	**11** Instrument Repair	**14** Radio-TV Repair	**20** Painting & Paperhanging
17 Air Conditioning, Heating & Refrigeration	**19** Railroad Occupations	**Lucky Knocko** ★★★★	**7** Metalworking Trades	**16** Firefighting & Law Enforcement
5 Computer Assembly & Repair	**13** Large & Small Appliance Repair	**18** Electronics Occupations	**3** Plumbing & Piping	**9** Automotive Occupations
12 Telephone Craft Occupations	**6** Heavy Equipment Occupations	**1** Commissioned Sales Occupations	**22** Building Maintenance Occupations	**2** Carpentry & Cabinet Making

 Machine Tool Trades	 Transportation	 Drafting Occupations	 Small Engine Repair	 Copy & Business Machine Repair
 Environmental Sciences Occupations	 Electrical Occupations	 Instrument Repair	 Radio-TV Repair	 Painting & Paperhanging
 Air Conditioning, Heating & Refrigeration	 Railroad Occupations	Lucky Knocko ★★★★	 Metalworking Trades	 Firefighting & Law Enforcement
 Computer Assembly & Repair	 Large & Small Appliance Repair	 Electronics Occupations	 Plumbing & Piping	 Automotive Occupations
 Telephone Craft Occupations	 Heavy Equipment Occupations	 Commissioned Sales Occupations	 Building Maintenance Occupations	 Carpentry & Cabinet Making

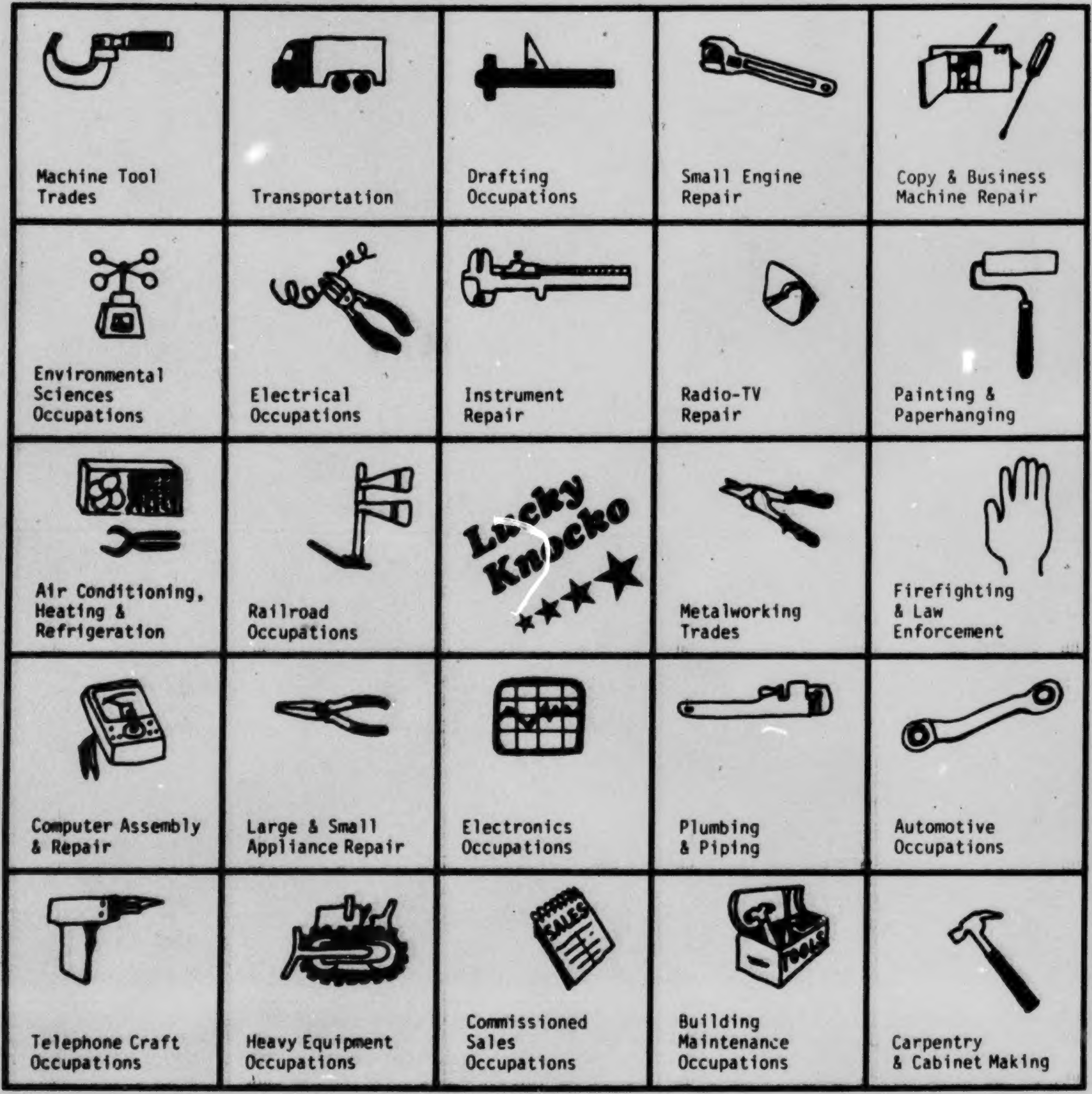
Game Board C

Game Rules

Knock on wood when you are a lucky winner! You'll know the names of some occupational fields that offer good opportunities for working men and women.

To push your luck further, turn your *Lucky Knocko* board over to see some of the tools workers use in the fields shown in your winning row. In the next few years, you'll have opportunities in school to learn to use many of these tools.

1 Machine Tool Trades	**14** Transportation	**3** Drafting Occupations	**23** Small Engine Repair	**21** Copy & Business Machine Repair
11 Environmental Sciences Occupations	**24** Electrical Occupations	**18** Instrument Repair	**4** Radio-TV Repair	**8** Painting & Paperhanging
5 Air Conditioning, Heating & Refrigeration	**15** Railroad Occupations	**Lucky Knocko** ★★★★	**6** Metalworking Trades	**2** Firefighting & Law Enforcement
16 Computer Assembly & Repair	**10** Large & Small Appliance Repair	**20** Electronics Occupations	**19** Plumbing & Piping	**17** Automotive Occupations
7 Telephone Craft Occupations	**13** Heavy Equipment Occupations	**9** Commissioned Sales Occupations	**12** Building Maintenance Occupations	**22** Carpentry & Cabinet Making



Machine Tool Trades	Transportation	Drafting Occupations	Small Engine Repair	Copy & Business Machine Repair
Environmental Sciences Occupations	Electrical Occupations	Instrument Repair	Radio-TV Repair	Painting & Paperhanging
Air Conditioning, Heating & Refrigeration	Railroad Occupations	Lucky Knocko	Metalworking Trades	Firefighting & Law Enforcement
Computer Assembly & Repair	Large & Small Appliance Repair	Electronics Occupations	Plumbing & Piping	Automotive Occupations
Telephone Craft Occupations	Heavy Equipment Occupations	Commissioned Sales Occupations	Building Maintenance Occupations	Carpentry & Cabinet Making

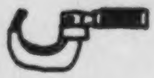
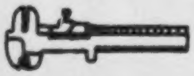
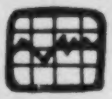
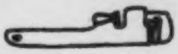
Game Board D

Game Rules

Knock on wood when you are a lucky winner! You'll know the names of some occupational fields that offer good opportunities for working men and women.

To push your luck further, turn your *Lucky Knocko* board over to see some of the tools workers use in the fields shown in your winning row. In the next few years, you'll have opportunities in school to learn to use many of these tools.

10 Machine Tool Trades	**18** Transportation	**24** Drafting Occupations	**11** Small Engine Repair	**19** Copy & Business Machine Repair
2 Environmental Sciences Occupations	**23** Electrical Occupations	**21** Instrument Repair	**16** Radio-TV Repair	**3** Painting & Paperhanging
14 Air Conditioning, Heating & Refrigeration	**20** Railroad Occupations	**Lucky Knocko** ★★★★	**5** Metalworking Trades	**9** Firefighting & Law Enforcement
13 Computer Assembly & Repair	**1** Large & Small Appliance Repair	**7** Electronics Occupations	**22** Plumbing & Piping	**4** Automotive Occupations
8 Telephone Craft Occupations	**12** Heavy Equipment Occupations	**17** Commissioned Sales Occupations	**15** Building Maintenance Occupations	**6** Carpentry & Cabinet Making

 Machine Tool Trades	 Transportation	 Drafting Occupations	 Small Engine Repair	 Copy & Business Machine Repair
 Environmental Sciences Occupations	 Electrical Occupations	 Instrument Repair	 Radio-TV Repair	 Painting & Paperhanging
 Air Conditioning, Heating & Refrigeration	 Railroad Occupations	Lucky Knocko ★★★★	 Metalworking Trades	 Firefighting & Law Enforcement
 Computer Assembly & Repair	 Large & Small Appliance Repair	 Electronics Occupations	 Plumbing & Piping	 Automotive Occupations
 Telephone Craft Occupations	 Heavy Equipment Occupations	 Commissioned Sales Occupations	 Building Maintenance Occupations	 Carpentry & Cabinet Making

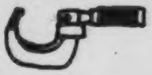
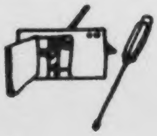
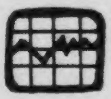
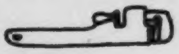
Game Board E

Game Rules

Knock on wood when you are a lucky winner! You'll know the names of some occupational fields that offer good opportunities for working men and women.

To push your luck further, turn your *Lucky Knocko* board over to see some of the tools workers use in the fields shown in your winning row. In the next few years, you'll have opportunities in school to learn to use many of these tools.

15 Machine Tool Trades	**4** Transportation	**6** Drafting Occupations	**20** Small Engine Repair	**9** Copy & Business Machine Repair
14 Environmental Sciences Occupations	**3** Electrical Occupations	**11** Instrument Repair	**24** Radio-TV Repair	**13** Painting & Paperhanging
12 Air Conditioning, Heating & Refrigeration	**2** Railroad Occupations	**Lucky Knocko** ★★★★	**16** Metalworking Trades	**19** Firefighting & Law Enforcement
23 Computer Assembly & Repair	**7** Large & Small Appliance Repair	**10** Electronics Occupations	**18** Plumbing & Piping	**1** Automotive Occupations
8 Telephone Craft Occupations	**17** Heavy Equipment Occupations	**5** Commissioned Sales Occupations	**21** Building Maintenance Occupations	**22** Carpentry & Cabinet Making

 Machine Tool Trades	 Transportation	 Drafting Occupations	 Small Engine Repair	 Copy & Business Machine Repair
 Environmental Sciences Occupations	 Electrical Occupations	 Instrument Repair	 Radio-TV Repair	 Painting & Paperhanging
 Air Conditioning, Heating & Refrigeration	 Railroad Occupations	Lucky Knocko ★★★★	 Metalworking Trades	 Firefighting & Law Enforcement
 Computer Assembly & Repair	 Large & Small Appliance Repair	 Electronics Occupations	 Plumbing & Piping	 Automotive Occupations
 Telephone Craft Occupations	 Heavy Equipment Occupations	 Commissioned Sales Occupations	 Building Maintenance Occupations	 Carpentry & Cabinet Making

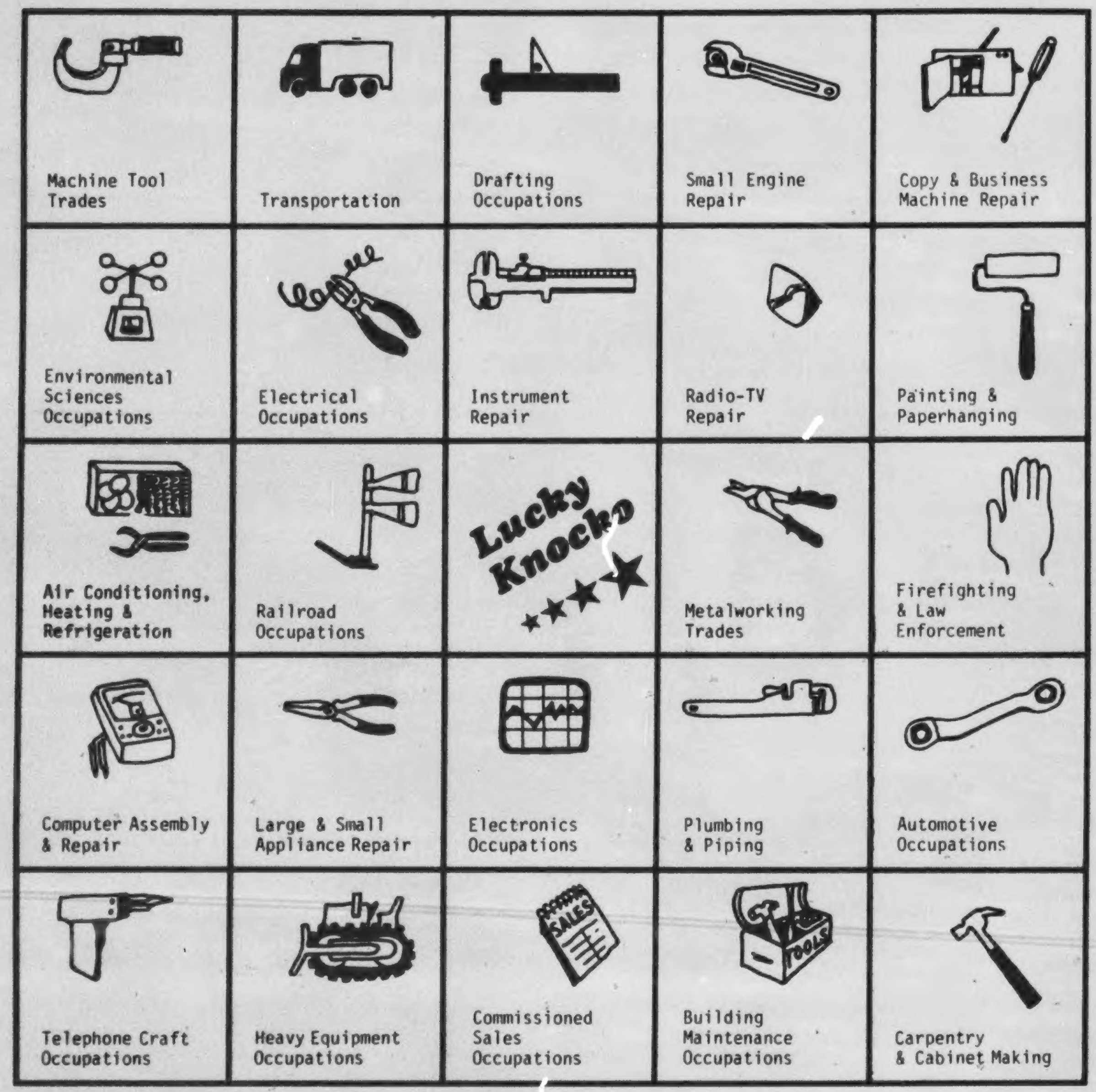
Game Board F

Game Rules

Knock on wood when you are a lucky winner! You'll know the names of some occupational fields that offer good opportunities for working men and women.

To push your luck further, turn your *Lucky Knocko* board over to see some of the tools workers use in the fields shown in your winning row. In the next few years, you'll have opportunities in school to learn to use many of these tools.

6 Machine Tool Trades	**20** Transportation	**8** Drafting Occupations	**15** Small Engine Repair	**18** Copy & Business Machine Repair
4 Environmental Sciences Occupations	**1** Electrical Occupations	**19** Instrument Repair	**2** Radio-TV Repair	**5** Painting & Paperhanging
12 Air Conditioning, Heating & Refrigeration	**13** Railroad Occupations	**Lucky Knocko** ★★★★	**10** Metalworking Trades	**3** Firefighting & Law Enforcement
23 Computer Assembly & Repair	**9** Large & Small Appliance Repair	**7** Electronics Occupations	**22** Plumbing & Piping	**16** Automotive Occupations
14 Telephone Craft Occupations	**24** Heavy Equipment Occupations	**17** Commissioned Sales Occupations	**11** Building Maintenance Occupations	**21** Carpentry & Cabinet Making



Machine Tool Trades	Transportation	Drafting Occupations	Small Engine Repair	Copy & Business Machine Repair
Environmental Sciences Occupations	Electrical Occupations	Instrument Repair	Radio-TV Repair	Painting & Paperhanging
Air Conditioning, Heating & Refrigeration	Railroad Occupations	Lucky Knocko	Metalworking Trades	Firefighting & Law Enforcement
Computer Assembly & Repair	Large & Small Appliance Repair	Electronics Occupations	Plumbing & Piping	Automotive Occupations
Telephone Craft Occupations	Heavy Equipment Occupations	Commissioned Sales Occupations	Building Maintenance Occupations	Carpentry & Cabinet Making

Job Market

Game Rules

On this and the next three pages are employment ads from a Boston newspaper. In three minutes, circle all the ads you can find for jobs that are nontraditional for women. There are at least 18 ads for nontraditional jobs.

MASONEILAN, a leader in the manufacture of Process Control equipment, has the following positions available.

DESIGN DRAFTSPERSON

The individual we seek will make design layouts from oral or written instructions or from data originating from engineers or product specialists. May make subsequent detail or assembly drawings and bills of material for new equipment and will interface with other departments to ensure completion of projects. A minimum of 3-5 years of applicable experience required.

DETAIL DRAFTSPERSON

Will prepare detailed drawings of a complicated nature from sketches, scale layouts or from specified dimensions and will make assembly drawings and certified dimensional drawings from details. Will make simple layout and new detailed drawings of parts. A good knowledge of drafting techniques is necessary as well as some background in engineering procedures.

To learn more of these challenging positions offering excellent salaries and full fringe benefits, please send a detailed resume and salary history in complete confidence to:

Barbara Gold

Masoneilan

Masoneilan International, Inc.
63 Nahatan Street
Norwood, MA 02062

an affirmative action employer m/f

"FASHION SALON"

$190 fee pd Assist the owner & also model. Exciting spot, "good skills nec." 426-4427, COMMONWEALTH PERSONNEL AGENCY, 77 Summer St., Boston.

SECRETARY

Our General Engineering Department has a position available for an experienced secretary to work with one of our Project Managers. We require 3 to 4 years secretarial experience, typing of 65 wpm and shorthand of 90 wpm. Secretarial school and/or engineering experience a plus.

CLERK TYPIST

Our Computer Applications Department has a position available for an experienced clerk typist. Two to 3 years experience required. Experience in a computer department desirable.

Both positions offer excellent starting salary and a competitive benefits package.

call 338-6000, ext. 2224
to arrange for an interview

united engineers
& constructors inc.
A Raytheon Company

100 Summer St., Boston, MA 02110
An equal opportunity employer

INDUSTRIAL SALES

The local distributor for the Caterpillar Tractor Company (Towmotor) and Barrett electric trucks handling sales and service for their complete line of fork-lift equipment has an opening for the North Shore sales territory for an aggressive individual who can close a sale and has had previous experience calling on industrial accounts.

This position offers unlimited potential for growth commensurate with ability.

If you are qualified, please call Walter Winston at 435-6321 for an appointment.

WITT-ARMSTRONG EQUIPMENT CO.
80 South St.
Hopkinton, Mass.
An equal opportunity employer

PAYROLL CLERK

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tufts new england medical center hospital

tufts new england medical center hospital

MAINTENANCE MECHANIC

Must have electrical and mechanical knowledge, some welding; 2nd class stationary fireman's license preferred but not necessary. Apply:

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Full time day position available in a Department of Laboratory Medicine performing a variety of phlebotomy, technical and clerical duties. C.L.A. certified or equivalent. Minimum of 3 months phlebotomy experience is required. Salary and benefits are both fine.

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University Hospital, in Boston.

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A member of the Boston University Medical Center.

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BROOKSIDE PARK
FAMILY LIFE CENTER
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(Affiliated with Peter Bent Brigham Hospital)
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(ELECTRONIC)

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In addition to ground floor advancement potential, we offer a most competitive salary, excellent benefits program and ideal working conditions.

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927-6178
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PERMANENT & TEMPORARY

(SOME NO. SH. NO EXP.)

LEGAL SECYS.
TYPISTS-ENTRY
WORD PROCESS
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.. 227-3500 ..

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NO FEES

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Mass Legal Bureau
44 School St., Boston

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Call for appointment
(617) 569-7272
THE HERTZ CORP.
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Call Personnel:
357-7294
357-7293

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Excellent fringe benefits and shift differential.

Please call
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Good working conditions. Night hours.

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Days

Apply in person
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Chestnut Hill Mall
199 Boylston St., Newton

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TECHNICIAN/WIRER (2)

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LOUIS RUDZINSKY ASSOCIATES
Executive Search Consultants
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862-6727

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AG AMERICAN GERIATRIC FACILITIES
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Punch Press die setter with supervisory experience preferred but not necessary on its first shift. Must have had experience in operating and setup punch presses. Will be responsible for supervising punch press department as well as setting up and adjusting dies and presses. Starting salary commensurate with background and experience, excellent fringe benefits. If you feel qualified apply in person to:

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Experienced in laying out, machining and assembling a wide variety of products including tools, fixtures, jigs, gages and other close tolerance parts.

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Able to plan grinding sequence, set-up and run O. D. grinders from blueprints to close tolerances.

I. D. GRINDERS

Able to set-up, make fixtures for and run I. D. grinders working from blueprints to close tolerances on steel, carbide and other materials.

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Knowledgeable in set-up and running of surface grinders to close tolerances on both steel and carbide parts.

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Set-up and operate E. D. M. equipment for a wide variety of tools and parts.

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Set-up and operate a number of grinders to produce a wide variety of special cutting tools and precision components.

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For an interview call
Jane Sales at 890-7550

CRAFTS
CRAFTS COMPANY
80 FOURTH AVE. **WALTHAM, MASS. 02154**
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Here's your chance to grow with a growing company. Our Boston office is in need of a receptionist who will also assist our personnel counselor. Must enjoy people contact. Typing required (50 wpm). Please call us for an appointment, ADIA TASK FORCE, Temporary Personnel, 426-5753.

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Put a holiday jingle in your pocket! Lechmere is currently hiring for Christmas openings in the following areas:

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Cashiers
Stock

Positions are available for many shifts such as 9-6, 10-6, 10-2, 11-3, 2-6, 3-6, 12-6, 6-9:30. Starting rate of pay ranges from $2.65 to $3.25 per hour depending on position, experience, and qualifications. Interviews will be conducted Monday through Friday between the hours of 9:30 AM and 3:30 PM at the Division of Employment Security Job Center, adjacent to Lechmere Sales at 51 Commercial Street, Cambridge.

LECHMERE

AN EQUAL OPPORTUNITY EMPLOYER M/F

MEDICAL TECHNOLOGISTS

Career opportunities

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- **Hematology** First shift.
- **Chemistry** First shift. Manual and automated.
- **General Lab** Combination second and third shifts. Manual and automated chem, hematology, urinalysis.

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Whidden Memorial Hospital

100 Freemont Avenue,
Everett, MA 02149
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PLASTICS MOLD DESIGN DRAFTPERSON

We are expanding our design team and want experienced plastic mold designers who have the ability to design complete molds from part prints, together with motivation and communications skills necessary to solve problems. If interested please contact Claude Bourque

PIXLEY-RICHARDS, INC.
Plymouth Industrial Park, Plymouth, Ma.
746-0082
644-2478 after 6 p.m.
We are an equal opportunity employer

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Please apply Personnel Manager, 2nd floor, Burlington Mall, Burlington. Monday thru Saturday 9:30 a.m. to 5:30 p.m.

jordan marsh

An Equal Opportunity Employer

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Varian/Lexington
Vacuum Division
121 Hartwell Ave.
Lexington, MA 02173

An Equal Opportunity Employer

varian lexington

WOODWORKING INSTRUCTOR

Grades 9 thru 12, certification and some exp. required. For immediate interview, call MR. WILLIAM DeSTEFANO, PRINC., MANSFIELD HIGH SCHOOL, Mansfield, Ma., 617-339-8911.

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Call for a personal interview.

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If unable to call, write to:5090 Central Highway,
Suite #8
Pennsauken, NJ 08109

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Please apply to:
BOWDOIN STREET HEALTH CENTER
222 Bowdoin Street
Dorchester, MA 02122
282-1100
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OFFICE POSITIONS

Scrambled Legs

Game Rules

Both men and women work in occupations where the tasks are to build, install, rivet, wire, repair, weld, operate machines, read blueprints, drive. They work indoors and outdoors, wearing clothes suitable for the work they do.

When workers are on the job, it's sometimes hard to tell who's who, just by looking at their feet!

Column 1 below lists some good nontraditional jobs that girls, along with boys, can begin to prepare for in school. Unscramble the letters to find out what the jobs are and write them in Column 2. To help you unscramble, some of the letters are already filled in.

Column 1	Column 2
1. UOTA IMCACNEH	1. A _ _ O M _ _ H _ _ _ C
2. DREWLW	2. W _ L _ _ R
3. NILCARTECIE	3. E _ _ C _ _ _ C _ _ N
4. VT EPIRRARE	4. T _ R _ _ A _ _ _ R
5. RETPACREN	5. C _ _ P _ N _ _ R
6. LEPMURB	6. P _ _ _ B _ R
7. PNORDSTASFER	7. D _ _ F _ _ P _ R _ _ N
8. TICAMSHIN	8. M _ C _ _ N _ _ T

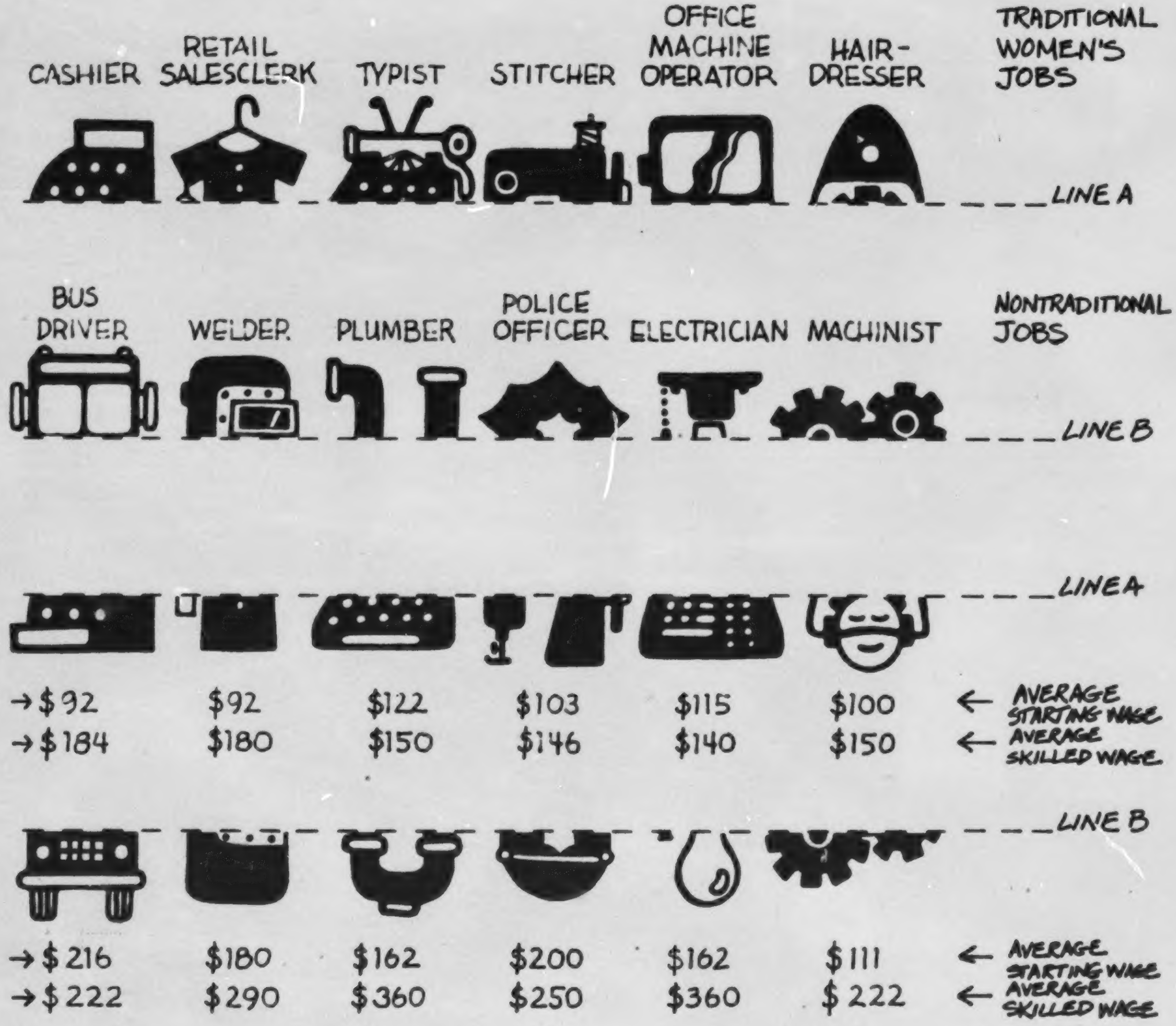
Cashing In

Game Rules ●●●●●●●●●●●●●●●●●●●●●●●●●●●●●●

With nontraditional skills, workers carry home more $$$ in their weekly paychecks--especially over the years, as they improve and gain experience.

Turn your Gamebook sideways. First, fold the page so the two dotted line A's meet each other and the pictures match up. Then, fold it again so the two dotted line B's meet each other. Can you see the DIFFERENCE$?

●●


CASHIER
RETAIL SALESCLERK
TYPIST
STITCHER
OFFICE MACHINE OPERATOR
HAIR-DRESSER
TRADITIONAL WOMEN'S JOBS
LINE A
BUS DRIVER
WELDER
PLUMBER
POLICE OFFICER
ELECTRICIAN
MACHINIST
NONTRADITIONAL JOBS
LINE B
LINE A
→$92 $92 $122 $103 $115 $100 ← AVERAGE STARTING WAGE
→$184 $180 $150 $146 $140 $150 ← AVERAGE SKILLED WAGE
LINE B
→$216 $180 $162 $200 $162 $111 ← AVERAGE STARTING WAGE
→$222 $290 $360 $250 $360 $222 ← AVERAGE SKILLED WAGE

Money Matter$

Game Rules

Families have to work out ways to make their earnings cover their expenses. Let's see what happens when these families try to do it.

The Game Plan

- Each group will be a family: Family A, Family B, and Family C.
- Each family will find its description on the next page of the Gamebook and will read it carefully. Then the family will choose a name.
- Each family will have its own Bill Collector.

To Play the Game

Step 1. In your group, choose a "parent" to be the family spokesperson. Then, turn to page 49 of your Gamebook, *Family Expen$e$*, and write your family name at the top. Ask your family's Bill Collector to join you.

Step 2. Decide together on nine expenses your family will have. Your group can choose expenses from the list or make up its own, using the blank forms. Put an "X" on each expense payment your family chooses.

Step 3. Turn to pages 50-52 to find your family's *Balance Sheet*. In Column 1 list all the expenses your group chose and their costs.

Step 4. Next, add up all your family's expenses. Don't forget to add in your family's yearly taxes (printed on the last line of Column 1). Write the total in the circle at the bottom. Bill Collectors can check all the math.

Step 5. Then, follow the arrows and write the same total next to Total Family Expenses in Column 2 and on the Payment "check."

Step 6. The "parent" should then sign the family name on the Payment "check," cut it out, and give it to the family's Bill Collector.

Step 7. The Bill Collector should then write your family's name in Column 1 of the chalkboard chart and your Total Family Expenses (the Payment you just made) in Column 3.

Step 8. Meanwhile, family members can subtract Total Family Expenses from Total Family Income in Column 2 of their *Balance Sheets*. The remainder will be Money Left--the amount your family has left after paying expenses. The class leader will ask each "parent" for this figure.

Money Matter$

Family Descriptions

Family A

Family A is a two-parent family with two school-age children. The father, an electrician, is the only breadwinner. The mother doesn't work outside the home. Total yearly family income is $15,000, what the father earns.

Family B

Family B is a two-parent family with two school-age children. Both the father and mother are breadwinners. The father, a maintenance supervisor at a large industrial plant, earns $15,000. The mother, a bookkeeper in an insurance office, earns $9,000. Total yearly family income is $24,000, the combined earnings of both parents.

Family C

Family C is a one-parent family with two school-age children. The divorced mother is the only breadwinner. She is a secretary in an advertising agency. Total yearly family income is $9,000, what the mother earns.

Family Expen$e$

Family name

____

Game Rules

Below is a list of payments for typical yearly expenses for a family of four living in a big city. There are also some blank forms on which you can write other expenses a family might have . . . for things they might need or want.

Choose 9 expenses in all--from those listed here or from those your group makes up and writes in the blank forms. Mark each expense your group chooses with an "X." Be sure you put in the costs for any expenses your group makes up.

Payments

Amount: about $2,000 To pay for: yearly housing (including rent, heat, gas, electricity)	Amount: about $125 To pay for: one movie per month for each family member (including popcorn) for one year	Blank Form Amount: $____________ To pay for:____________
Amount: about $3,000 To pay for: yearly food expenses	Amount: about $350 To pay for: new washing machine	Blank Form Amount: $____________ To pay for:____________
Amount: about $900 To pay for: yearly medical and dental expenses	Amount: about $150 To pay for: new bicycle for 14-year-old's birthday	Blank Form Amount: $____________ To pay for: ____________
Amount: about $1,600 To pay for: yearly operating expenses for a 1974 car (gas, insurance, minor repairs)	Amount: about $500 To pay for: a trip for the whole family to DISNEY WORLD in Florida	Blank Form Amount: $____________ To pay for: ____________
Amount: about $800 To pay for: clothing for entire family	Amount: about $120 To pay for: four new tires for the car to pass inspection	Blank Form Amount: $____________ To pay for: ____________
Amount: about $900 To pay for: after-school child care for two children (in families with working mothers)	Amount: about $450 To pay for: new color TV set	Blank Form Amount: $____________ To pay for: ____________

BALANCE SHEET: Family A

The First $mational Bank of Froston

	COLUMN 1	
	FAMILY NAME	
	EXPENSES	COSTS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
ADD IN	YEARLY TAXES ON WAGES OF $15,000	ABOUT $3,100
	TOTAL FAMILY INCOME	

COLUMN 2	
DO EARNINGS COVER EXPENSES?	
TOTAL FAMILY INCOME	$15,000
TOTAL FAMILY EXPENSES (SUBTRACT)	
MONEY LEFT?	

Payment

FIRST $MATIONAL BANK OF FROSTON

Pay to the order of Bill Collector

Check Amount $

FamilyA Name

BALANCE SHEET: Family B

The First $mational Bank of Froston

	COLUMN 1	
	FAMILY NAME	
	EXPENSES	COSTS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
ADD IN	YEARLY TAXES ON WAGES OF $24000	ABOUT $ 6,400
	TOTAL FAMILY INCOME	

COLUMN 2	
DO EARNINGS COVER EXPENSES?	
TOTAL FAMILY INCOME	$24,000
TOTAL FAMILY EXPENSES (SUBTRACT)	
MONEY LEFT?	

Payment

FIRST $MATIONAL BANK OF FROSTON

Pay to the order of Bill Collector

Check Amount $

FamilyB Name

BALANCE SHEET: Family C

The First $mational Bank of Froston

	COLUMN 1	
	FAMILY NAME	
	EXPENSES	COSTS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9		
ADD IN	YEARLY TAXES ON WAGES OF $9,000	ABOUT $ 1,700
	TOTAL FAMILY INCOME	

COLUMN 2	
DO EARNINGS COVER EXPENSES?	
TOTAL FAMILY INCOME	$ 9,000
TOTAL FAMILY EXPENSES (SUBTRACT)	
MONEY LEFT?	

Payment

FIRST $MATIONAL BANK OF FROSTON

Pay to the order of Bill Collector

Check Amount $

Family C Name

Razzle Dazzle Riddle Fiddle Faddle

Game Rules

Money matters, as even these riddles show. Underline the answers below that make the most sense.

1. What's green and doesn't go very far?
   - a) a frog with a sprained ankle
   - b) the dollars in a weekly paycheck
   - c) a baby inchworm
2. What goes up and doesn't come down?
   - a) a paper airplane with a broken landing gear
   - b) smoke
   - c) the cost of living
3. What bounces that is not a ball?
   - a) a check when your bank account's empty
   - b) a Mexican jumping bean
   - c) a little boy on his father's knee
4. What shrinks without washing?
   - a) doctors who treat mental illness
   - b) family income as prices go up
   - c) shoes that fit you last year
5. What can you count on for sure?
   - a) the Yankees winning the pennant
   - b) broken cookies in the bottom of the package
   - c) tax increases over the coming years
6. Make up a riddle of your own!
   What goes out faster than it comes in?
   - a)
   - b)
   - c)

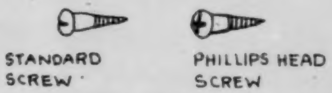
The Take-Apart Caper

Game Rules

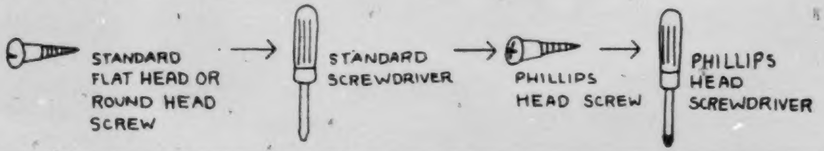
In 30 minutes, each group's job is to go as far as possible in taking the appliance apart. If you want to, you can also try to put it back together.

Choose a player to go first and follow the steps below. You can take turns or several students can work on each step together.

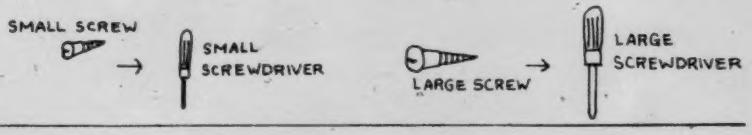
Step 1. Look for screws on the outside of the appliance.


STANDARD SCREW
PHILLIPS HEAD SCREW

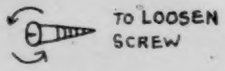
Step 2. Decide what kind of screwdriver you need.


STANDARD FLAT HEAD OR ROUND HEAD SCREW
STANDARD SCREWDRIVER
PHILLIPS HEAD SCREW
PHILLIPS HEAD SCREWDRIVER

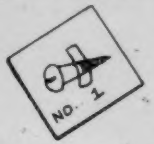
Step 3. Pick a screwdriver that will fit the screw. Try it out for size.


SMALL SCREW
SMALL SCREWDRIVER
LARGE SCREW
LARGE SCREWDRIVER

Step 4. Loosen the screw by turning it counter-clockwise.


TO LOOSEN SCREW

Step 5. Remove the screw(s). Take out the part of the appliance that is now free. Tape it to a sheet of paper and label it Number 1.

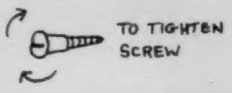


Step 6. Try to figure out what the part is and what it does. Look at the clues on the next page. Does your part match any of the pictures? If so, write its name on the label sheet next to where you taped it.

NEXT PAGE

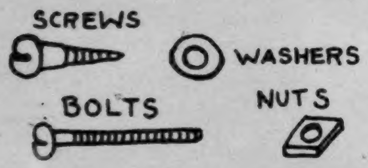
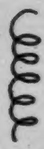
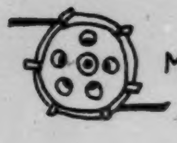
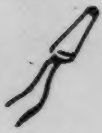
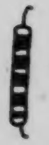
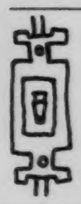
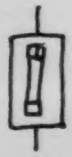
Step 7. Continue to take apart as many things as you can. Number them as they come out (2, 3, 4, etc.) and try to figure out what they are.

Step 8. Now for the biggest step! Try to put your appliance together again. Start with the last thing you took out and work backwards. The part labeled Number 1 will be the last thing you put back in. Tighten the screws by turning them clockwise.


TO TIGHTEN SCREW

The Take-Apart Caper

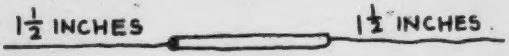
Some Basic Appliance Parts and What They Do

 SCREWS WASHERS BOLTS NUTS	→	are used to fasten pieces or parts together firmly
 HEATING ELEMENT	→	creates heat
 MOTOR	→	makes appliance run or propels parts such as fans
 WIRE CAP	→	squeezes wire together to make an electrical contact and covers the bare ends so they don't short circuit
 RESISTOR	→	reduces flow of electrical current
 SWITCH	→	starts and stops the flow of electricity
 THERMOSTAT	→	a switch that opens up or shuts off when temperature gets to a pre-set level

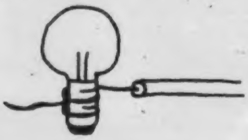
Making Connections

How to Make the Bulb Light

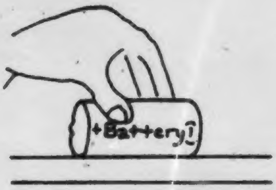
Step 1. Strip off about 1½ inches of coating from each end of the wire.



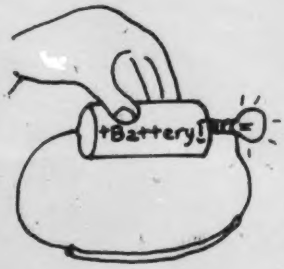
Step 2. Wrap one end of the wire tightly once or twice around the grooves of the bulb.



Step 3. Have one person hold the battery steady on its side on a desk or table.



Step 4. Then, touch one end of the wire to one end of the battery and the base of the bulb to the other end.



If you were able to make the bulb light, you have seen a basic fact about electricity in action!

You made a complete circuit -- that means the electrical current started from the cap of the battery, traveled around through the wire and the light, and returned to the base of the battery.

What other words like "circuit" can you think of that describe things that are round or things that go around? Write them here.

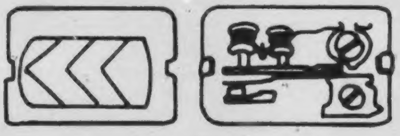
Bzzzzzzzzzzz

Game Rules

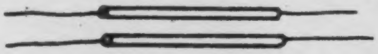
Each group's job is to make the buzzer buzz. You've got the skills because you've already worked with screwdrivers, wires, and batteries. Here's a chance to build up your skills further!

Choose a player to go first and follow the steps below. You can take turns or several students can work on each step together.

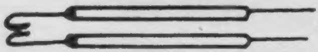
Step 1. Take the cover off the buzzer.



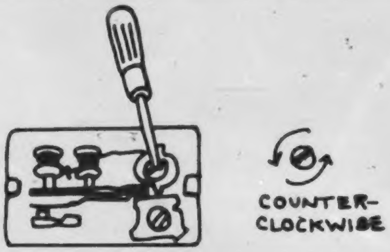
Step 2. Strip off about 1½ inches of coating from both ends of the two wires.



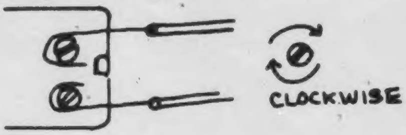
Step 3. Bend one end of each wire into a half loop.



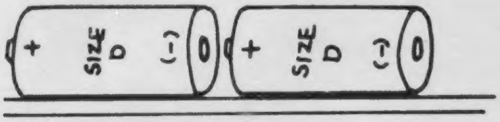
Step 4. Using a screwdriver, loosen both screws on the buzzer, about three turns counter-clockwise.



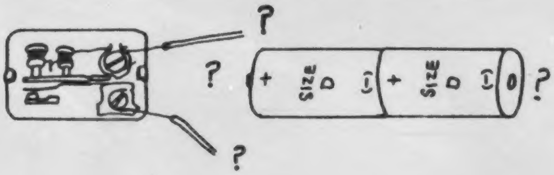
Step 5. Put the looped ends of the two wires around the two screws. Pull them so that they fit underneath the screw heads. Then tighten the screws, about three turns clockwise.



Step 6. Find the plus (+) and minus (-) signs on the batteries. The (+) is the cap end; the (-) is the base end. Hold the two batteries together on a desk top so that a cap end touches a base end.



Step 7. Figure this one out for yourself. What do you have to do now to make the buzzer buzz?



May the Force Be With You

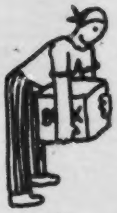
Game Rules

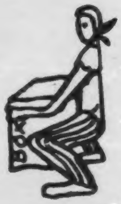
Your own joints and muscles contain a "force" that's ready to work for you and make any job easier. Put this helpful force to work by learning to use your body correctly.

Circle the pictures below that show the right way to use your body. Then, answer the crucial question.

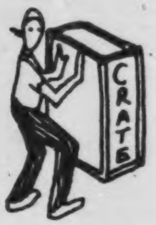
---

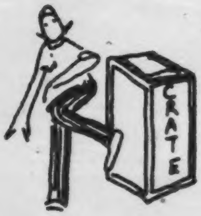
1. To lift an object



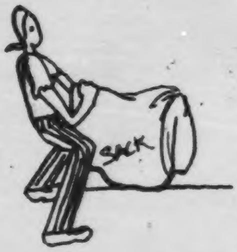


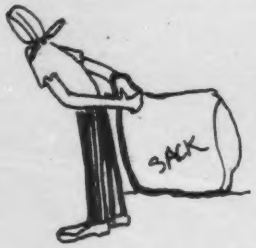
2. To push an object





3. To pull an object





4. Where is the force?

a) in the ears

b) in the fingertips

c) in the legs and thighs

Strongwood Carpentry: Work Plan

Choose a company president who will make a Cost Estimate Report to the class.

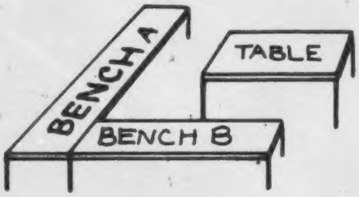
Your company's job is to plan the furniture in the Dynamite Disco Lounge Area. Follow the steps below. Use page 62 of your Gamebook for math calculations.

Step 1. You will build two benches and a coffee table that look like this. They will fit nicely in a corner, up against the walls.

To decide on the size of the furniture, you'll need to know the size of the Lounge Area. It should be about one-third of the whole room. Look at your company's Floor Plan (Gamebook, page 61). Mark off the space with masking tape on the floor of the room.

You'll also need to know the measurements of the two walls that form the corner of the Lounge Area where you'd like to place the benches.

Measure these two walls and write the measurements on the Floor Plan.



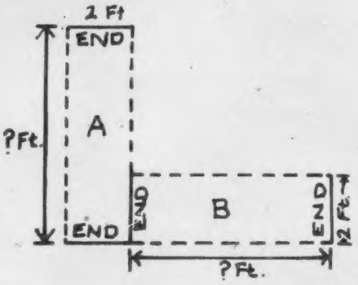
Step 2. The benches are actually two rectangles (A and B), put together to form an L-shape. The ends of the benches are 2 ft. wide.

Decide how long to make each bench and write the measurements here:

Bench A is a rectangle that measures 2 ft. x ___ft.

Bench B is a rectangle that measures 2 ft. x ___ft.

Draw the benches on the Floor Plan. Do they fit?



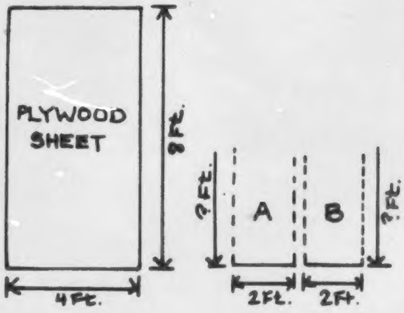
Step 3. The benches will be made of plywood which comes in rectangles (sheets) measuring 4 ft. x 8 ft.

For Bench A, you'll need one rectangle 2 ft. x ___ft.

For Bench B, you'll need another, 2 ft. x ___ft.

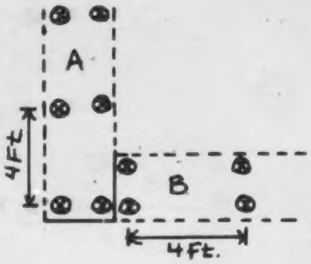
Altogether, you'll need ____ sheets of plywood.

Each sheet of plywood costs $10. All the plywood you'll need for the benches will cost $_______.



Step 4. You will need metal legs to support the benches at points marked ⓧ, spaced about 4 ft. apart. If the benches you are planning are more than 8 ft. long, you will need more legs than shown on this diagram.

You will need ____ legs altogether. Legs cost $1.25 apiece. Total cost of legs for both benches will be $_______.

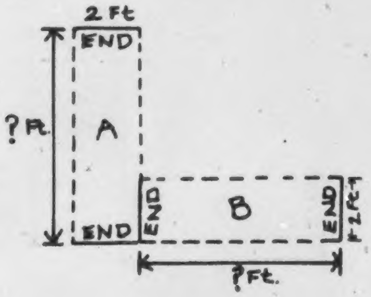


Step 5. You will need two foam cushions to make the benches comfortable for sitting. Foam cushions come 2 ft. wide (the same width as the benches) and can be cut to any length.

You will need a cushion for Bench A that measures 2 ft. x ____ ft. and a cushion for Bench B that measures 2 ft. x ____ ft. (See Step 2.)

Altogether, you'll need foam cushion material that measures ____ ft. in length.

Foam cushion material costs $2.00 per foot of length. Total cost of foam cushion material for both benches will be $_______.



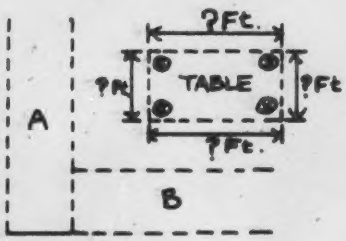
Step 6. Now, decide on the size of the coffee table. It will also be made of plywood.

The coffee table will be ____ ft. wide and ____ ft. long.

You will need ____ sheets of 4 ft. x 8 ft. plywood. At $10 a sheet, the plywood for the coffee table will cost $_______.

The table needs 4 metal legs; they cost $1.25 apiece. Total cost of legs will be $_______.

Total cost of the coffee table will be $_______.



Step 7. Work out your Cost Estimate Report:

Plywood for benches (see Step 3)	$_______
Legs for benches (see Step 4)	$_______
Foam cushion material (see Step 5)	$_______
Coffee table (see Step 6)	$_______
Total	$_______

Tummy-Tickling Fast Foods: Work Plan

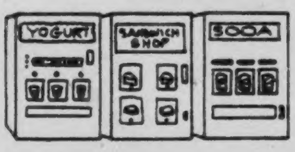
Choose a company president who will make a Cost Estimate Report to the class.

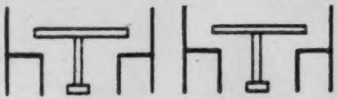
Your company's job is to plan the Dynamite Disco Eating Area. Follow the steps below. Use page 62 of your Gamebook for math calculations.

Step 1. You will install three vending machines, some tables, and some chairs.

To decide where they will go, you'll need to know the size of the Eating Area. It should be about one-third of the whole room. Look at your company's Floor Plan (Gamebook, page 61). Mark off the space with masking tape on the floor of the room.

Measure the length and width of the Eating Area and write the measurements on the Floor Plan.

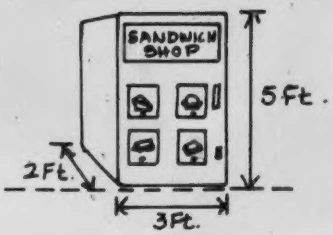




Step 2. The three vending machines will stand up against a wall. They are all about the same size. Their depth is ____ ft. (That's how much they will stick out from the wall.)

When lined up together, the three machines will measure ____ ft. across (width) and ____ ft. high (height).

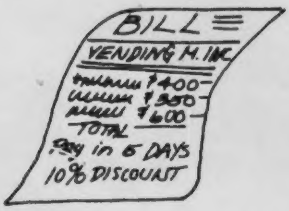
Figure out on which wall they will fit best and draw them in on the Floor Plan. Then draw a dotted line in front of them, as on this diagram.



Step 3. Your company will have to buy the vending machines from a supplier. The yogurt machine costs $400, the soda machine costs $350, and the sandwich machine costs $600. Total cost of the machines will be $_______.

If you pay within five days, you get a 10% discount. 10% of the total cost is $_______.

By paying within five days, you can buy the machines for $_______.



Step 4. The vending machines need electricity to keep foods fresh. Check to see if there are electrical outlets (receptacles) on the wall near where you want to put the machines. If not, you will have to have them installed.

An electrician earns about $9.00 an hour. It will probably take about 8 hours (a full day) to do the wiring and install the outlets. The cost will be $_______.

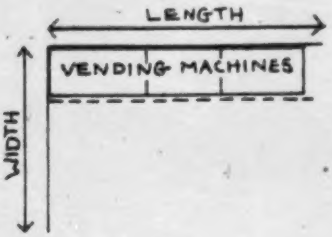
Step 5. To figure out how many tables and chairs will fit in the Eating Area, you'll need to know how many square feet of empty space you have after the vending machines are in place and how many square feet each set of table and chairs will take up.

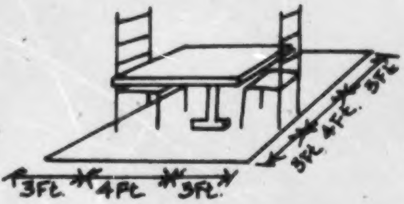
Look at the Floor Plan. Subtract the depth of the vending machines (the space behind the dotted line you drew) from the width of the Eating Area.

The measurements of the empty space are now ____ ft. (length) and ____ ft. (width). The area of the space is ________ square feet.

The diameter of each table is 4 ft. Each chair needs about 3 ft. to pull out from the edge of the table. So, each set (a table with two chairs that can be pulled out in any direction) will need a total space of ________ square feet.

You can fit ________ sets of a table and two chairs in the Eating Area. Draw them in on the Floor Plan.

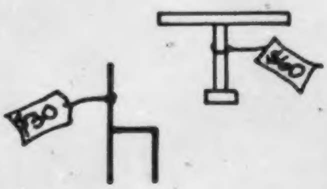




Step 6. Each table costs $60. Each chair costs $30.

You will have ____ tables @ $60. Total cost of tables is $________.

You will have ____ chairs @ $30. Total cost of chairs is $________.



Step 7. Work our your Cost Estimate Report:

Vending Machines (see Step 3)	$________
Electrician (see Step 4)	$________
Tables (see Step 6)	$________
Chairs (see Step 6)	$________
Total	$________

Eerie Music Systems: Work Plan

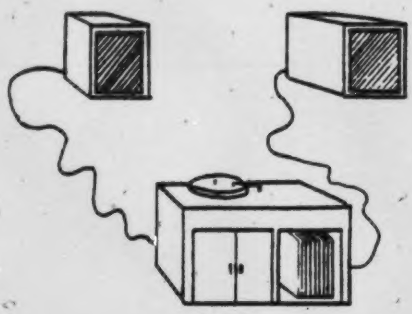
Choose a company president who will make a Cost Estimate Report to the class.

Your company's job is to plan the Dynamite Disco Music and Dance Area. Follow the steps below. Use page 62 of your Gamebook for math calculations.

Step 1. You will install a cabinet for the stereo turntable and records, two speakers, and a dance floor.

To decide where they will go, you'll need to know the size of the Music and Dance Area. It should be about one-third of the whole room. Look at your company's Floor Plan (Gamebook, page 61). Mark off the space with masking tape on the floor of the room.

Measure the length and width of the Music and Dance Area and write the measurements on the Floor Plan.



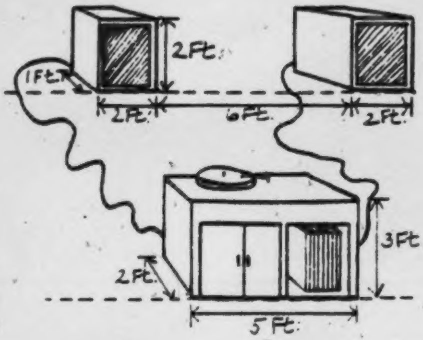
Step 2. The turntable/record cabinet and the speakers will stand up against a wall. The cabinet is larger than the speakers. Its depth is ____ ft. (That's how much it will stick out from the wall.) Its width is ____ ft.; its height is ____ ft.

The depth of each speaker is ____ ft. Its width is ____ ft.; its height is ____ ft.

The speakers must be placed at least 6 ft. apart. Altogether, you will need at least ____ ft. of space for the two speakers and the space between them.

Figure out where to place the cabinet and the speakers. They can be on the same or different walls. Keep in mind that the speakers should not be too close to the dance floor and that wires will connect them to the cabinet.

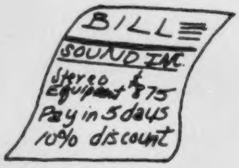
Draw the cabinet and speakers in on the Floor Plan, and draw a dotted line in front of them, as on these diagrams.



Step 3. Your company will have to buy the stereo equipment from a dealer. The three pieces you're installing cost $875 altogether.

If you pay within five days, you get a 10% discount. 10% of $875 is $________.

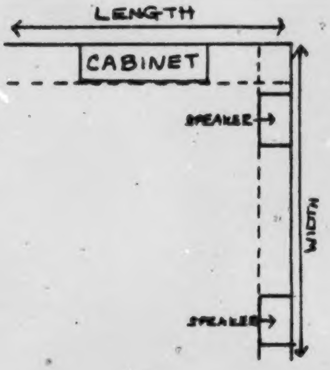
By paying within five days, you can buy the stereo equipment for $________.



Step 4. Now that the stereo equipment is in place, you can decide what size dance floor will fit in the remaining space.

Look at the Floor Plan. Subtract the depth of the turntable/record cabinet (the space behind the dotted line you draw) from either the length or the width of the Music and Dance Area, depending on where you put the cabinet. Do the same thing with the depth of the speakers.

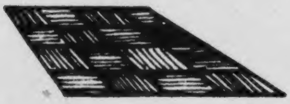
The measurements of the remaining space are now ____ ft. (length) and ____ ft. (width). The area of the space is ____ square feet.



Step 5. Pick the size of the dance floor you want to put in the space you just measured. It will be ____ ft. x ____ ft. It's area will be ____ square feet.

(The Muffle Soundproofing Company will want to know these measurements. They will contact you soon.)

The dance floor will be made of wooden squares. Each measures 1 ft. x 1 ft. You will need ____ wooden squares.

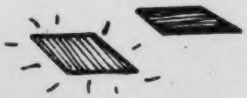


Step 6. Wooden squares cost $3.00 apiece. If you want them with a special waxed finish, they cost $4.00 apiece.

Total cost of unwaxed squares is $_______.

Total cost of waxed squares is $_______.

Decide whether you will buy them waxed or unwaxed.



Step 7. Work out your Cost Estimate Report:

Stereo equipment (see Step 3) $_______

Dance floor squares (see Step 6) $_______

Total $_______

Muffle Soundproofing: Work Plan

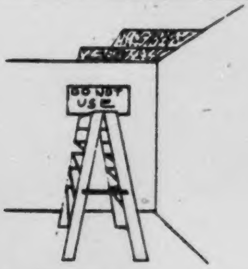
Choose a company president who will make a Cost Estimate Report to the class.

Your company's job is to cut down on the noise in the Dynamite Disco. Follow the steps below. Use page 62 of your Gamebook for math calculations.

Step 1. You will install soundproofing tiles on the ceiling of the entire room. (Figure out a way to measure the ceiling without using a ladder!)

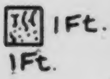
The length of the ceiling is ____ ft.; its width is ____ ft. Write the measurements on your company's Floor Plan (Gamebook, page 61).

(The Outasight Decorators will want to know these measurements. They will contact you soon.)



Step 2. To know how many soundproofing tiles to order, you'll need to know the area of the ceiling. It is ____ square feet.

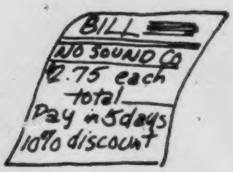
Soundproofing tiles come in 1 ft. x 1 ft. squares. You'll need ____ tiles to cover the whole ceiling.



Step 3. Your company can buy soundproofing tiles from a supplier for $2.75 apiece. Total cost of ceiling tiles will be $________.

If you pay within five days you get a 10% discount. 10% of the total cost is $________.

By paying within five days, you can buy the ceiling tiles for $________.



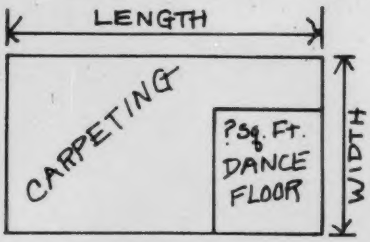
Step 4. Next you will install carpeting everywhere in the Disco, except where the dance floor will be. It will go under all the furniture, vending machines and stereo equipment in the Lounge, Eating and Music Areas.

Send a messenger to Eerie Music Systems to find out the area of the dance floor. It is ____ square feet.

Draw the dance floor on the Floor Plan and shade it in. Write its area, as on this diagram.

To find out how much carpeting to order, you'll need to subtract the area of the dance floor from the area of the whole floor and convert to square yards.

The area of the whole floor is ____ square feet.



(If you figured out a way to measure the ceiling, you know this already.) Now subtract the area of the dance floor.

You'll need ____ square feet of carpeting, which is the same as ____ square yards.

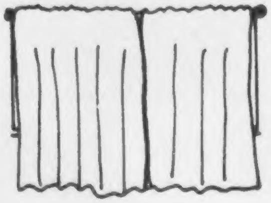
Step 5. You can buy carpeting for $16 per square yard. Total cost of padding is $________.

CARPETING
PADDING

To keep the noise level down as low as possible, your company recommends putting padding under the carpet. Padding costs $2.00 per square yard. Total cost of padding is $________.

Altogether, carpeting and padding will cost $________.

Step 6. You will also install sound-absorbing curtains for the windows of the room. To order the curtains, you'll need to know the area of the windows.



Measure the width and height of each window and find its area. (If all the windows in the room are the same size, you can measure just one and multiply its area by the total number of windows. Or, if the windows are all in a row right next to each other, you can measure and find the area of the whole row at once.)

Each window is ____ ft. x ____ ft. Its area is ____ square feet. The total number of windows in the room is ____. The total window area is ____ square feet.

Or: The row of windows is ____ ft. x ____ ft. Its total area is ____ square feet.

(The Outasight Decorators will also be contacting you soon for the window measurements.)

Sound-absorbing curtains cost $6.00 per square foot, all sewn and ready to hang up. Total cost of curtains for the Disco windows will be $________.

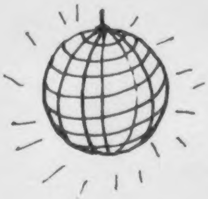
Step 7. Work out your Cost Estimate Report:

Soundproofing ceiling tiles (see Step 3)	$________
Carpeting and padding (see Step 5)	$________
Sound-absorbing curtains (see Step 6)	$________
Total	$________

Outasight Decorators: Work Plan

Choose a company president who will make a Cost Estimate Report to the class.

Your company's job is to give the room "atmosphere" and make the whole Disco look fantastic. Follow the steps below. Use page 62 of your Gamebook for math calculations.

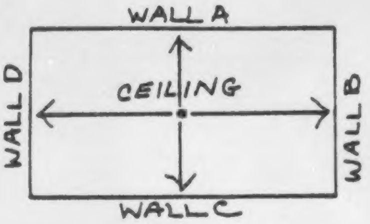


Step 1. You will install a revolving mirrored globe to throw exciting light patterns on all the surfaces in the Disco. It will be placed in the center of the ceiling so that rays of light are reflected in all directions.

To find the center point of the ceiling, you'll need to know its measurements. Send a messenger to Muffle Soundproofing to get this information.

Figure out where the center of the ceiling is and mark the spot on your company's Floor Plan (Gamebook, page 61).

On the Floor Plan, the walls of the room are marked A, B, C, and D. The point on the ceiling where the light will be placed is ____ ft. from Wall A, ____ ft. from Wall B, ____ ft. from Wall C, and ____ ft. from Wall D.



Step 2. You'll want the light rays to cover the whole ceiling and reach the four corners of the room.

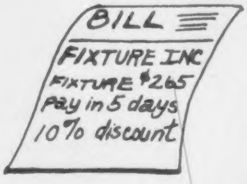
To decide how big a globe to install, you'll need to know the area of the ceiling. It is ____ square feet.

WALL A
CEILING
WALL D
WALL B
WALL C

Step 3. Your electrical supplier carries mirrored globes only in one standard size. It costs $________.

If you pay within five days, you get a 10% discount. 10% of $265 is $________.

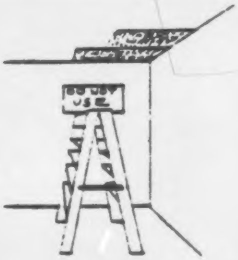
By paying within five days, you can buy the globe for $________.



Step 4. You will paint the Disco walls a shiny color to brighten up the room. You'll need to know the wall measurements to figure out how many square feet of wall area you have to paint.

Measure the length and height of each wall. (Figure out a way to measure wall height without using a ladder.)

Write the wall measurements on the following page.



Height Width

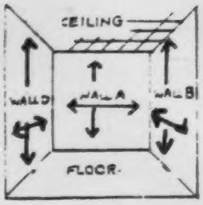
Wall A is ____ ft. x ____ ft. Its area is ____ sq. ft.

Wall B is ____ ft. x ____ ft. Its area is ____ sq. ft.

Wall C is ____ ft. x ____ ft. Its area is ____ sq. ft.

Wall D is ____ ft. x ____ ft. Its area is ____ sq. ft.

Total amount of wall area in the room is ____ sq. ft.



Step 5. On some walls there may be windows or a chalkboard which can't be painted. If so, you'll need to know the area of all the wall space that can't be painted so you can subtract it from the total wall area.

Send another messenger to Muffle Soundproofing to get the total area of the windows in the room. It is ____ square feet.

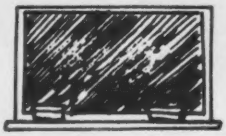
Now, measure each chalkboard in the room and write its area here. The chalkboard is:

____ ft. x ____ ft. Its area is ____ sq. ft.

____ ft. x ____ ft. Its area is ____ sq. ft.

____ ft. x ____ ft. Its area is ____ sq. ft.

Total chalkboard area is ____ square feet. Add this to the total window area. You know now the room has ____ square feet of wall space that can't be painted.



Step 6. After subtracting the area that can't be painted from the total wall area in the room, you have ____ square feet left. This is the wall area you will paint.

One gallon of shiny paint covers about 400 square feet. You will need about ____ gallons to paint the Disco walls. (Round off parts of a gallon to the next highest number.)

Each gallon costs $7.00. The total cost of paint for the Disco will be $________.

Step 7. Work out your Cost Estimate Report:

Mirrored globe (see Step 3)	$________
Wall paint (see Step 6)	$________
Total	$________

Think Skills

Game Rules

When you see a bumper sticker that says THINK SNOW, what comes to mind? How about THINK SPRING? In this game the rule is to THINK SKILLS. It may bring to mind some ideas for your working future!

The Game Plan

THINK SKILLS is an auction game to get workers and employers together. Workers with SKILLS want good jobs. Their talents are "up for bid." Employers in OCCUPATIONS need skilled workers. They'll make job offers to attract new employees to their companies.

To decide what job to take, players who are SKILLS should ask about:

- what they'll do on the job--job tasks
- how much they can earn--job wages
- if this job falls through, what related jobs are possible--job mobility

To attract good workers, players who are OCCUPATIONS should "sell" the job by describing:

- how the worker's skill matches the job tasks
- how much money the job pays
- how the job experience can help the worker in other related jobs

To Play the Game

Step 1. If you are SKILL #1, step forward and read your skill page aloud with lots of feeling. Your skill is now "up for bid."

Step 2. If you are an OCCUPATION, look at your page to see if your occupation needs this skill.

Step 3. If your occupation needs this skill, try to convince the SKILL to take your job. "Sell" it by enthusiastically describing its advantages. Answer any questions the SKILL asks.

Step 4. Before making a decision, a SKILL should be sure to find out everything possible from the OCCUPATIONS making the bids. Ask questions like: "What's good about your job?"; "What else can I do with my skill in your field?"; "What is it that I've got that you want?"

Step 5. Now, SKILL #1, choose the occupation you wish to enter and go stand next to the player whose bid attracted you.

Step 6. SKILL #2 steps forward next and play continues until all the SKILLS have gone "up for bid" and have chosen offers from OCCUPATIONS.

1. MY SKILL

I CAN . . . MAKE MOTORS AND ENGINES RUN

I CAN WORK ON . . .

GAS ENGINES
ELECTRIC MOTORS
DIESEL ENGINES
GENERATORS
TRANSMISSIONS
SPARK PLUGS
VALVES
MOTOR ANALYZERS
IGNITION SYSTEMS
RADIATORS
GEAR TRAINS
CARBURETORS
OIL CHANGES

GE

2.

MY SKILL

I CAN . . . USE MACHINE AND POWER TOOLS

I CAN OPERATE . . .

- TABLE SAWS
- ELECTRIC DRILLS
- HYDRAULIC JACKS
- JACK HAMMERS
- SPRAY GUNS
- RIVET GUNS
- HYDRAULIC PIPE BENDERS
- DRILL PRESSES
- AIR COMPRESSORS
- WELDING RODS
- ACETYLENE TORCHES
- GAS TORCHES
- GRINDERS
- SANDBLASTERS
- PNEUMATIC CHISELS

T·S

3.

MY SKILL

I CAN . . . MAKE ELECTRICAL CONNECTIONS

I KNOW HOW TO . . .

SPLICE CABLES
STRIP WIRES
SOLDER CIRCUITS
CONNECT PLUGS
INSTALL RECEPTACLES
REPAIR SWITCHES

INSTALL FIXTURES
REPLACE FUSES
TRACE CIRCUITRY
INSTALL BELL
AND ALARM SYSTEMS

KI

4. MY SKILL

I CAN . . . USE HAND TOOLS

I CAN USE . . .

- HAMMERS
- MALLETS
- SAWS
- SCREWDRIVERS
- DRILLS
- KNIVES
- BRUSHES
- TROWELS
- SNAKES
- SOLDERING IRONS
- PIPE THREADERS
- PLASTERING HAWKS
- SHEARS
- WRENCHES
- LEVELS
- CHISELS
- PLANES
- FILES
- BITS
- PLIERS
- RODS
- PICKS
- SHOVELS
- WIRECUTTERS
- STAPLE GUNS
- STRAIGHT EDGES

L L

5. MY SKILL

I CAN . . . USE MY BODY EFFICIENTLY

I KNOW HOW TO . . .

- CARRY TOOL KITS
- PUSH WHEELBARROWS
- LIFT AND BALANCE LADDERS
- SQUEEZE PLIERS
- PULL CABLES
- CLIMB SCAFFOLDING
- WALK UP AND DOWN RAMPS
- CRAWL UNDER BUILDINGS
- STRETCH TO REACH HIGH PLACES
- MOVE CRATES
- ENDURE HARD WORK

S·I

6.

MY SKILL

I CAN . . . READ AND FOLLOW DIAGRAMS

I CAN WORK ON . . .

- BLUEPRINTS
- MECHANICAL DRAWINGS
- SCHEMATICS
- ARCHITECTURAL PLANS AND SYMBOLS
- ELECTRICAL CIRCUITRY
- ELECTRONIC CIRCUITRY
- BAR CHARTS
- GRAPHS
- WIRING DIAGRAMS

N•S

7.

MY SKILL

I CAN . . .	USE MATH	
I KNOW HOW TO . . .	ADD	READ RULERS
	SUBTRACT	READ GAUGES
	MULTIPLY	READ METERS
	DIVIDE	ESTIMATE DISTANCE AND HEIGHT
	USE FRACTIONS	ESTIMATE COSTS
	USE DECIMALS	
	ANALYZE STATISTICS	

CH

8. MY SKILL

I CAN . . . USE MECHANICAL HELPERS

I CAN USE . . .

LEVERS
PULLEYS
DOLLIES
JACKS
VICES
CLAMPS
CROWBARS
HOISTS
WINCHES
HYDRAULIC LIFTS
DONKEYS

CRANES
FORKLIFTS
BACKHOES
BULLDOZERS
GRAPPLING HOOKS
SLINGS
DERRICKS
LOADERS
GRADERS
HANDTRUCKS

00

①

My occupational field is . . .	CARPENTRY AND CABINET MAKING
I need people who can . . .	USE MACHINE AND POWER TOOLS
I'll hire and train you as . . .	A CARPENTER
Your tasks will be to . . .	• USE POWER SAWS TO CUT WOOD AND ERECT FRAMES FOR BUILDINGS • INSTALL DOORS, BUILD STAIRS, AND LAY HARDWOOD FLOORS • USE POWER DRILLS AND RIVET GUNS FOR "FINISH" WORK
The job pays up to . . .	ABOUT $20,000 A YEAR
With your skill you also can . . .	• BUILD AND REPAIR FURNITURE, CABINETS, ETC. • INSTALL DRYWALLS • BUILD CONCRETE FORMS, SCAFFOLDING, AND TEMPORARY SHELTERS ON CONSTRUCTION SITES

G

②

My occupational field is . . .	MACHINE TOOL TRADES
I need people who can . . .	USE MECHANICAL HELPERS
I'll hire and train you as . . .	A MILLING MACHINE OPERATOR
Your tasks will be to . . .	• SET UP AND DISMANTLE MACHINES USING CROWBARS, CLAMPS, WRENCHES, VICES • MOVE MACHINERY AND EQUIPMENT USING HOISTS, DOLLIES, ROLLERS, AND TRUCKS • TURN HANDWHEELS TO FEED WORK INTO MACHINES
The job pays up to . . .	ABOUT $15,000 A YEAR
With your skill you also can . . .	• WORK AS A TOOL AND DIE OPERATOR • WORK AS AN ASSEMBLER IN THE AUTOMOBILE INDUSTRY • WORK AS A MAINTENANCE MECHANIC

E

③

My occupational field is . . .	TELEPHONE CRAFTS
I need people who can . . .	MAKE ELECTRICAL CONNECTIONS
I'll hire and train you as . . .	A TELEPHONE INSTALLER
Your tasks will be to . . .	• CONNECT TELEPHONES TO OUTSIDE SERVICE WIRES • SERVICE TELEPHONE CABLE TERMINALS • INSTALL AND SERVICE SWITCHBOARDS
The job pays up to . . .	ABOUT $15,000 A YEAR
With your skill you also can . . .	• INSTALL MOBILE TELEPHONES IN CARS, BOATS, ETC. • INSTALL INTERCOM SYSTEMS • WORK ON DATA PROCESSING SYSTEMS THAT INVOLVE TELEPHONE SERVICE

T

④

My occupational field is . . .	TRANSPORTATION
I need people who can . . .	USE MATH
I'll hire and train you as . . .	A ROUTE TRUCK DRIVER
Your tasks will be to . . .	● MAKE OUT BILLS AND KEEP TRACK OF PAYMENTS ● MAKE DELIVERIES TO CUSTOMERS AND TAKE ORDERS ● RE-STOCK AND ORGANIZE SUPPLIES
The job pays up to . . .	ABOUT $16,000 A YEAR
With your skill you also can . . .	● DO NAVIGATION WORK FOR AIRLINES, SHIPS, TRAINS ● DRIVE TAXIS, BUSES, OR OTHER PUBLIC TRANSIT VEHICLES ● DRIVE LONG-DISTANCE TRUCK ROUTES ● DO SURVEY WORK FOR ROAD, BRIDGE, AND TUNNEL PROJECTS

M

⑤

My occupational field is . . .	FIREFIGHTING AND LAW ENFORCEMENT
I need people who can . . .	USE THEIR BODIES EFFICIENTLY
I'll hire and train you as . . .	A FIREFIGHTER
Your tasks will be to . . .	● DIRECT A STEADY STREAM OF WATER OR CHEMICALS ONTO A FIRE ● HANDLE HEAVY LADDERS AND HOSES ● USE A FIREFIGHTER'S LIFT TO RESCUE PEOPLE AND ADMINISTER FIRST AID
The job pays up to . . .	ABOUT $15,000 A YEAR
With your skill you also can . . .	● TRAIN CREWS TO USE FIREFIGHTING EQUIPMENT ● BE A FIRE INSPECTOR ● WORK FOR A BUILDING CODE INSPECTION AND ENFORCEMENT AGENCY

0

⑥

My occupational field is . . .	COMPUTER ASSEMBLY AND REPAIR
I need people who can . . .	USE HAND TOOLS
I'll hire and train you as . . .	A COMPUTER SERVICE TECHNICIAN
Your tasks will be to . . .	● ADJUST, OIL, AND CLEAN MECHANICAL AND ELECTROMECHANICAL PARTS ● USE TESTING EQUIPMENT TO CHECK FOR LOOSE CONNECTIONS AND CIRCUITS ● SOLDER, WIRE, DRILL, AND RIVET PARTS TO REPAIR MACHINES
The job pays up to . . .	ABOUT $16,000 A YEAR
With your skill you also can . . .	● INSTALL NEW COMPUTER EQUIPMENT ● ASSIST ENGINEERS IN BUILDING EXPERIMENTAL COMPUTER SYSTEMS ● WORK AS A TECHNICAL SUPERVISOR OR "TROUBLE-SHOOTER" TO FIGURE OUT WHAT'S WRONG WITH COMPUTER SYSTEMS

R

⑦

My occupational field is . . .	HEAVY EQUIPMENT OPERATION
I need people who can . . .	USE MECHANICAL HELPERS
I'll hire and train you as . . .	A CRANE OPERATOR
Your tasks will be to . . .	● USE HOISTS, GRAPPLE HOOKS, AND SLINGS TO PICK UP AND POSITION LOADS ● USE A DEMOLITION BALL TO KNOCK DOWN BUILDINGS ● OPERATE CONTROLS TO ROTATE A CRANE AND TO RAISE AND LOWER A BOOM
The job pays up to . . .	ABOUT $20,000 A YEAR
With your skill you also can.. . .	● OPERATE A BULLDOZER ● BE A CRANE-CREW SUPERVISOR IN A SHIPYARD OR RAILROAD ● BE A PANEL TRUCK OPERATOR

E

⑧

My occupational field is . . .	INSTRUMENT REPAIR
I need people who can . . .	MAKE MOTORS AND ENGINES RUN
I'll hire and train you as . . .	AN INSTRUMENT REPAIR TECHNICIAN
Your tasks will be to . . .	● REPLACE WORN OR DAMAGED MOVING PARTS LIKE TIMING OR BALANCING DEVICES ● CLEAN, OIL, ADJUST AND TEST EQUIPMENT LIKE KIDNEY MACHINES, HEART MONITORS ● TAKE APART AND REBUILD MOTOR-DRIVEN INSTRUMENTS
The job pays up to . . .	ABOUT $20,000 A YEAR
With your skill you also can . . .	● REPAIR CLOCKS, BAROMETERS, AND OTHER PRECISION INSTRUMENTS ● BUILD OR SERVICE AIRCRAFT INSTRUMENTS ● WORK ON EQUIPMENT TO MAKE OR REPAIR EYEGLASSES, CAMERAS, ETC.

T

⑨

My occupational field is . . .	**BUSINESS AND COPY MACHINE REPAIR**
I need people who can . . .	USE THEIR BODIES EFFICIENTLY
I'll hire and train you as . . .	A REPAIR TECHNICIAN
Your tasks will be to . . .	● MOVE OR LIFT MACHINES TO CLEAN, OIL AND ADJUST PARTS ● CARRY EQUIPMENT AND TOOLS FROM JOB TO JOB ● REACH AND BEND TO MAKE REPAIRS INSIDE MACHINES
The job pays up to . . .	ABOUT $15,000 A YEAR
With your skill you also can . . .	● FIX VENDING MACHINES, JUKE BOXES, ETC. ● FIX SPECIAL EQUIPMENT IN HOSPITALS ● FIX TYPEWRITERS, DUPLICATORS, POSTAGE METER MACHINES, ETC.

R

⑩

My occupational field is . . .	**BUILDING MAINTENANCE**
I need people who can . . .	USE HAND TOOLS
I'll hire and train you as . . .	A MAINTENANCE SUPERVISOR
Your tasks will be to . . .	• SUPERVISE WORKERS, ORDER SUPPLIES, KEEP EQUIPMENT OPERATING • REPAIR LIGHT SWITCHES, DOORS, LOCKS, WOODWORK, WALLS, CONCRETE WALKS, ETC. • REPAIR BOILERS, FANS, HEATERS, PLUMBING FIXTURES, ETC.
The job pays up to . . .	ABOUT $15,000 A YEAR
With your skill you also can . . .	• WORK AS A MAINTENANCE ELECTRICIAN • WORK AS A CARPENTER ON CONSTRUCTION JOBS • DO MAINTENANCE WORK IN SCHOOLS, AIRPORTS AND HOSPITALS

A

My occupational field is . . .	PLUMBING AND PIPING
I need people who can . . .	USE MECHANICAL HELPERS
I'll hire and train you as . . .	AN APPRENTICE PLUMBER
Your tasks will be to . . .	● CUT, THREAD, BEND AND CONNECT PIPES ● INSTALL WATER, GAS AND WASTE DISPOSAL SYSTEMS ● REPAIR PIPES AND PLUMBING FIXTURES LIKE FAUCETS, VALVES
The job pays up to . . .	ABOUT $20,000 A YEAR
With your skill you also can . . .	● WORK AS A PIPEFITTER FOR THE GAS AND ELECTRIC COMPANY ● WORK FOR A CONSTRUCTION CONTRACTOR INSTALLING AND ADJUSTING PLUMBING, AIR CONDITIONING AND HEATING SYSTEMS ● WORK ON PIPING SYSTEMS IN CHEMICAL PLANTS OR OIL REFINERIES

⑫

My occupational field is . . .	PAINTING AND PAPERHANGING
I need people who can . . .	USE HAND TOOLS
I'll hire and train you as . . .	A PAINTER
Your tasks will be to . . .	● APPLY PAINTS AND VARNISH USING BRUSHES, ROLLERS, SPRAYGUNS ● SMOOTH SURFACES USING SANDPAPER, STEEL WOOL ● MEASURE AND CUT STRIPS FROM WALLPAPER ROLLS, USING PAPER KNIVES, SHEARS
The job pays up to . . .	ABOUT $19,000 A YEAR
With your skill you also can . . .	● WORK AS A PAINT-SPRAY INSPECTOR ● OPERATE A PAINT-STRIPING MACHINE FOR THE HIGHWAY DEPARTMENT ● DO TOUCH-UP WORK IN THE AUTOMOBILE INDUSTRY

N

13

My occupational field is . . .	ELECTRICITY
I need people who can . . .	MAKE ELECTRICAL CONNECTIONS
I'll hire and train you as . . .	A MAINTENANCE ELECTRICIAN
Your tasks will be to . . .	● INSTALL NEW LIGHTING FIXTURES AND ELECTRICAL EQUIPMENT ● REPAIR FUSES AND CHECK ELECTRICAL CODE REQUIREMENTS ● REPLACE WIRES, SWITCHES, WALL RECEPTACLES
The job pays up to . . .	ABOUT $17,000 A YEAR
With your skill you also can . . .	● REPAIR TRAFFIC LIGHTS ● INSTALL ALARM SYSTEMS IN HOMES ● WORK FOR ELECTRIC POWER COMPANIES

⑭

My occupational field is . . .	SMALL ENGINE REPAIR
I need people who can . . .	MAKE MOTORS AND ENGINES RUN
I'll hire and train you as . . .	A MOTORCYCLE MECHANIC
Your tasks will be to . . .	● TEST AND DIAGNOSE ENGINE PROBLEMS ● MAKE ADJUSTMENTS AND REPAIRS AND REPLACE WORN PARTS ● TAKE APART AND REASSEMBLE ENGINES
The job pays up to . . .	ABOUT $20,000 A YEAR
With your skill you also can . . .	● SERVICE SNOWMOBILES, MINIBIKES, LAWNMOWERS, OUTBOARD MOTORS AND OTHER SMALL GASOLINE ENGINES ● WORK AS A BOWLING PIN MACHINE REPAIRPERSON ● SPECIALIZE IN OVERHAULING AND REBUILDING ENGINES AND TRANSMISSIONS

N

⑮

My occupational field is . . .	COMMISSIONED SALES WORK
I need people who can . . .	USE MATH
I'll hire and train you as . . .	A DEPARTMENT STORE HOME APPLIANCE SALESPERSON
Your tasks will be to . . .	● MAKE OUT SALES SLIPS AND RECORDS ● CALCULATE COMMISSIONS ● KEEP TRACK OF STOCK AND ORDER NEW SUPPLIES
The job pays up to . . .	ABOUT $20,000 A YEAR (DEPENDING ON YOUR COMMISSIONS)
With your skill you also can . . .	● SELL MEDICAL EQUIPMENT TO HOSPITALS ● BE A SALES REPRESENTATIVE FOR BUSINESS MACHINE OR COMPUTER FIRMS ● SELL BUILDING SUPPLIES TO RETAIL HARDWARE STORES

G

⑯

My occupational field is . . .	ENVIRONMENTAL SCIENCES
I need people who can . . .	USE MATH
I'll hire and train you as . . .	A WASTEWATER TREATMENT PLANT OPERATOR
Your tasks will be to . . .	• READ METERS AND GAUGES • TEST WATER SAMPLES • KEEP PLANT RECORDS
The job pays up to . . .	ABOUT $20,000 A YEAR
With your skill you also can . . .	• WORK FOR THE WATER COMPANY • WORK FOR A GOVERNMENT WATER POLLUTION CONTROL AGENCY • BE A FIREFIGHTER FIRST CLASS WHO CONTROLS BOILER OPERATIONS

O

⑰

My occupational field is . . .	ELECTRONICS
I need people who can . . .	READ AND FOLLOW DIAGRAMS
I'll hire and train you as . . .	AN ELECTRONICS TECHNICIAN
Your tasks will be to . . .	● ASSEMBLE AND REPAIR ELECTRONIC CIRCUITRY COMPONENTS AND SYSTEMS ● INSPECT, TEST, AND REPLACE ELECTRONIC PARTS ● WORK WITH SLIDES, BLUEPRINTS, AND ELECTRONIC SYSTEMS
The job pays up to . . .	ABOUT $13,000 A YEAR
With your skill you also can . . .	● INSTALL AND REPAIR WEATHER FORECASTING EQUIPMENT ● ASSEMBLE AND INSTALL ELECTRONIC GUIDANCE SYSTEMS FOR AIRPLANES, MILITARY EQUIPMENT, AIRCRAFT ● TEST AND REPAIR ELECTRONIC HOUSEHOLD APPLIANCES

N

⑱

My occupational field is . . .	APPLIANCE REPAIR
I need people who can . . .	MAKE ELECTRICAL CONNECTIONS
I'll hire and train you as . . .	A HOUSEHOLD APPLIANCE REPAIRPERSON
Your tasks will be to . . .	● TEST EQUIPMENT TO LOCATE ELECTRICAL PROBLEMS ● REPLACE WIRING, HEATING ELEMENTS, AND THERMOSTATS ● REBUILD USED APPLIANCES
The job pays up to . . .	ABOUT $15,000 A YEAR
With your skill you also can . . .	● DO ASSEMBLY WORK FOR AN APPLIANCE MANUFACTURER ● OPEN YOUR OWN REPAIR SHOP ● SERVICE CUSTOMERS' APPLIANCES FOR GAS OR ELECTRIC COMPANY

T

Heads Up

Game Rules

Physical fitness pays off in everything you do. So does using your head. For some occupational tasks, your head and your body must work together to get the best out of both.

Use your head to complete the stories below.

1. Your employer asks you to move a 200-lb piece of machinery to the other side of the shop. You should . . .
   a) tell him to go fly a kite
   b) get five co-workers to stop their work and help you move it
   c) load the machine on a mechanical helper like a dolly
   d) (make up your own ending)

2. You're working on a roofing job and have to change the position of your 20-foot ladder. You should . . .
   a) lean out over the roof and try to drag the ground-end of the ladder over to where you want it
   b) climb down, ease the ladder down to the ground, pick it up at a point where it balances, then carry it to where it is needed
   c) climb down, grab the ladder firmly at its base, lift it and, holding it upright, walk it to the new spot
   d) (make up your own ending)

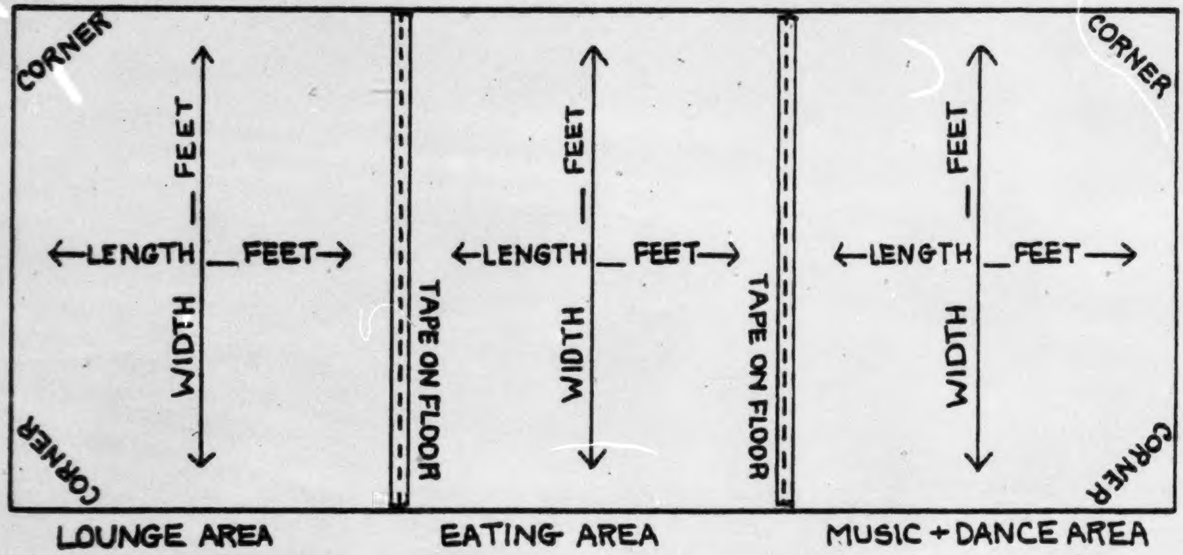
3. You're repairing a large copy machine which is located in a narrow hallway. You've managed to inch it out a little from the wall. You should . . .
   a) call a moving company to bring it back to your shop
   b) try to position your body by kneeling, stooping, lying on the floor so you can use your wrists and hands in the workspace
   c) go on a crash diet so you can slide your entire body behind the machine
   d) (make up your own ending)

4. On a construction site, your foreman asks you to go find a skyhook to hoist yourself up to the second floor. You've never heard of a skyhook before, but you're not sure if he's kidding. You should . . .
   a) look around the entire site until you find something that has a big hook on the end
   b) ask the foreman what it is and where it's kept
   c) tell him there's no such thing, but if there were, he should use one himself to pull his own leg
   d) (make up your own ending)

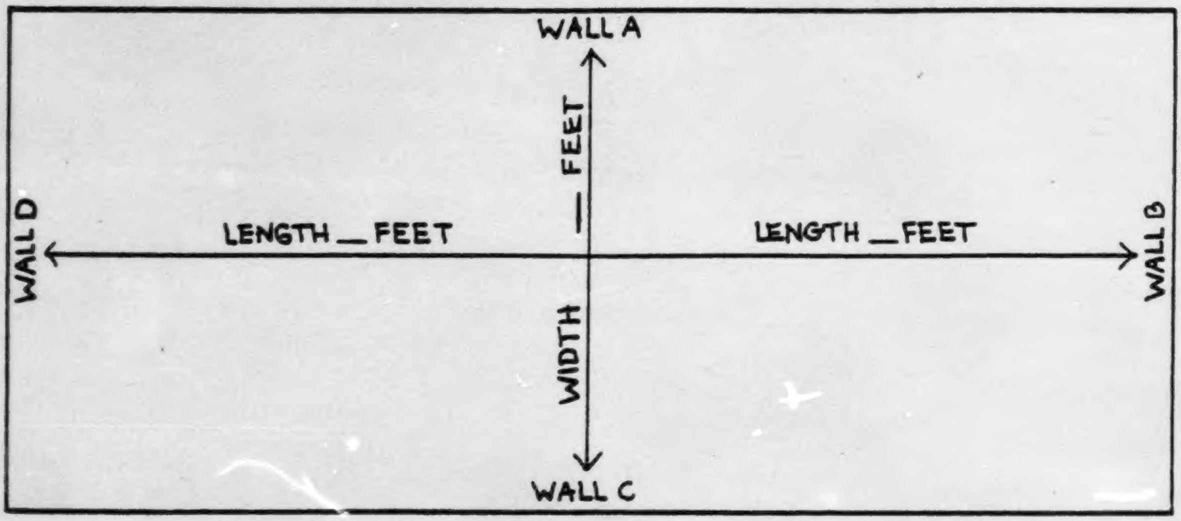
   P.S. There is no such thing!

Building a Dynamite Disco

Floor plan for: Strongwood Carpentry
Tummy-Tickling Fast Foods
Eerie Music Systems


CORNER
WIDTH __ FEET
←LENGTH __ FEET→
CORNER
TAPE ON FLOOR
WIDTH __ FEET
←LENGTH __ FEET→
TAPE ON FLOOR
WIDTH __ FEET
←LENGTH __ FEET→
CORNER
CORNER
LOUNGE AREA
EATING AREA
MUSIC + DANCE AREA

Floor plan for: Muffle Soundproofing
Outasight Decorators


WALL A
WIDTH __ FEET
WALL D
LENGTH __ FEET
LENGTH __ FEET
WALL B
WALL C

Use this page for math calculations

⑲

My occupational field is . . .	DRAFTING
I need people who can . . .	READ AND FOLLOW DIAGRAMS
I'll hire and train you as . . .	A DRAFTSPERSON
Your tasks will be to . . .	● PREPARE DRAWINGS USING COMPASSES, TRIANGLES, T-SQUARES AND SLIDE RULES ● CALCULATE STRENGTH, QUANTITY AND COSTS OF MATERIALS ● DESIGN CHARTS TO SHOW FACTS AND FIGURES
The job pays up to . . .	ABOUT $15,000 A YEAR
With your skill you also can . . .	● DRAW ARCHITECTURAL PLANS ● DRAW DIAGRAMS FOR AUTOBODY DESIGN ● PREPARE WIRING DIAGRAMS FOR ELECTRICAL INSTALLATIONS

H

⑳

My occupational field is . . .	METALWORKING TRADES
I need people who can . . .	USE MACHINE AND POWER TOOLS
I'll hire and train you as . . .	A SHEET METAL FABRICATOR
Your tasks will be to . . .	• USE POWER SAWS AND STEEL PRESSES TO CUT AND SHAPE METAL • USE A TORCH TO WELD SEAMS AND JOINTS TOGETHER • OPERATE A FLAME CUTTER
The job pays up to . . .	ABOUT $20,000 A YEAR
With your skill you also can . . .	• DO ASSEMBLY WORK IN AUTOBODY PLANTS OR REPAIR SHOPS • WORK FOR HEATING, REFRIGERATION, AND AIR CONDITIONING CONTRACTORS • DO PRODUCTION WORK FOR PRE-FAB METAL HOUSING

E

㉑

My occupational field is . . .	RAILROAD OPERATIONS
I need people who can . . .	USE THEIR BODIES EFFICIENTLY
I'll hire and train you as . . .	A LOCOMOTIVE ENGINEER
Your tasks will be to . . .	● DRIVE TRAINS, USING YOUR EYES AND HANDS TOGETHER TO FOLLOW RAILROAD SIGNALS ● JUMP UP AND DOWN THE LADDER TO LOCOMOTIVE CAB ● SQUEEZE OR PULL THROTTLE, AIR BRAKES AND OTHER CONTROLS
The job pays up to . . .	ABOUT $24,000 A YEAR
With your skill you also can . . .	● WORK AS A RAILROAD BRAKE OPERATOR ● DO RAILROAD TRACK MAINTENANCE WORK ● BE A DRIVER FOR THE LOCAL TRANSIT AUTHORITY

J

22

My occupational field is . . .	RADIO AND TV REPAIR
I need people who can . . .	READ AND FOLLOW DIAGRAMS
I'll hire and train you as . . .	A SERVICE TECHNICIAN
Your tasks will be to . . .	● TEST CIRCUITRY SYSTEMS ● FIND AND REPLACE BROKEN PARTS ● FIND AND SOLDER LOOSE CONNECTIONS
The job pays up to . . .	ABOUT $16,000 A YEAR
With your skill you also can . . .	● INSTALL AND REPAIR CAR RADIOS ● INSTALL AND REPAIR RADIO AND TV STATION BROADCASTING AND RECORDING EQUIPMENT ● INSTALL AND REPAIR PUBLIC ADDRESS SYSTEMS IN HOTELS, HOSPITALS, ETC.

0

㉓

My occupational field is . . .	AUTOMOTIVE WORK
I need people who can . . .	MAKE MOTORS AND ENGINES RUN
I'll hire and train you as . . .	AN AUTO MECHANIC
Your tasks will be to . . .	• REPLACE AND ADJUST PARTS SUCH AS DISTRIBUTOR, BRAKES, POINTS, GENERATORS • TEST FUEL AND IGNITION SYSTEMS • DO TUNE-UPS
The job pays up to . . .	ABOUT $17,000 A YEAR
With your skill you also can . . .	• BE A BOAT ENGINE MECHANIC • MAKE FINAL ADJUSTMENTS IN CAR ASSEMBLY PLANTS • TEST ENGINES FOR POLLUTION CONTROL AGENCIES

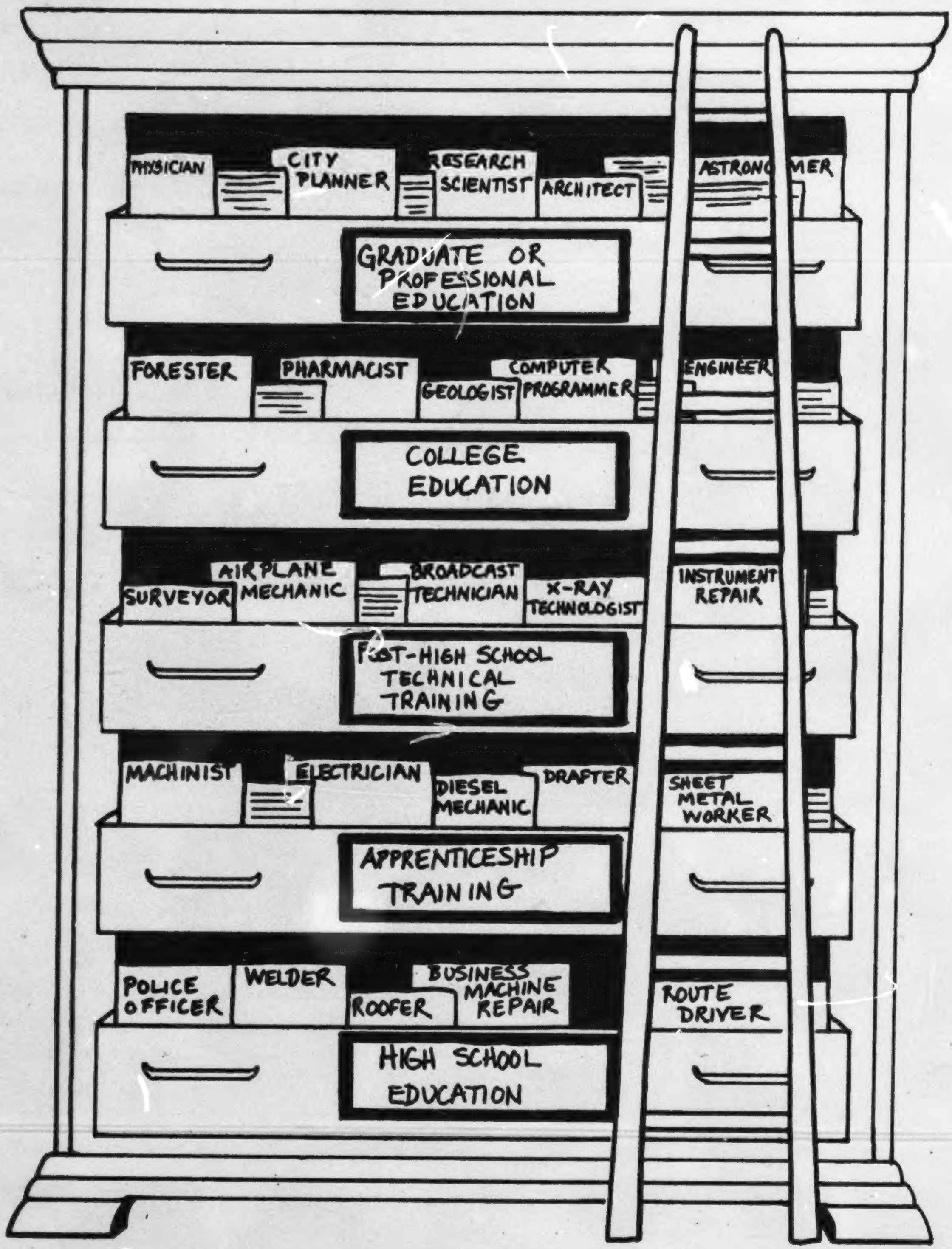
B

㉔

My occupational field is . . .	AIR CONDITIONING, HEATING AND REFRIGERATION
I need people who can . . .	USE MACHINE AND POWER TOOLS
I'll hire and train you as . . .	A HEATING SYSTEM MECHANIC
Your tasks will be to . . .	• USE POWER TOOLS TO ASSEMBLE OIL, GAS, AND ELECTRICAL HEATING UNITS • USE WELDING EQUIPMENT TO INSTALL FUEL SUPPLY LINES • USE MACHINE EQUIPMENT TO TEST AND REPAIR THERMOSTATS AND OTHER CONTROLS
The job pays up to . . .	ABOUT $20,000
With your skill you also can . . .	• INSTALL AND REPAIR AIR CONDITIONING, REFRIGERATION AND COOLING SYSTEMS FOR THE FOOD STORAGE INDUSTRY • WORK AS A SOLAR HEAT TECHNICIAN IN PLANT AND HOME CONSTRUCTION • INSTALL, INSPECT AND REPAIR BOILERS AND FURNACES ON RAILROADS, SHIPS AND IN CHEMICAL PLANTS

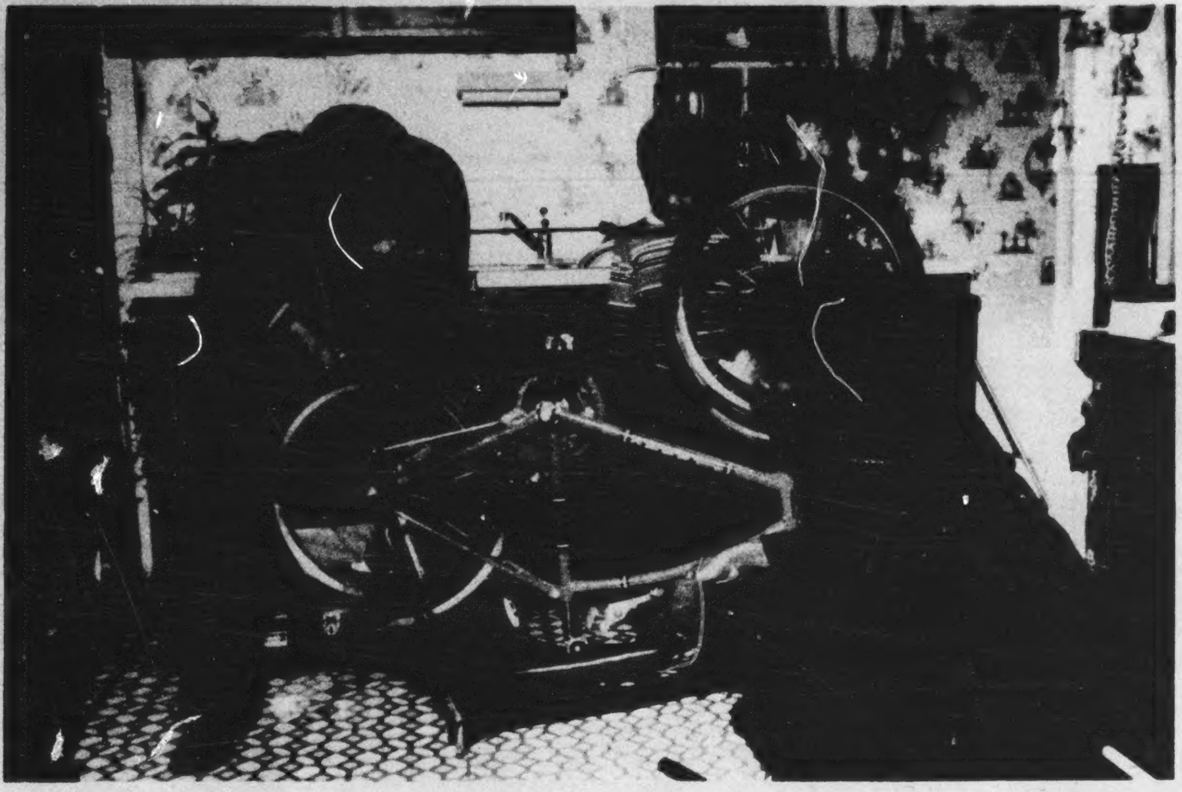
!

Step Up with Skills


PHYSICIAN
CITY PLANNER
RESEARCH SCIENTIST
ARCHITECT
ASTRONOMER
GRADUATE OR PROFESSIONAL EDUCATION
FORESTER
PHARMACIST
GEOLOGIST
COMPUTER PROGRAMMER
ENGINEER
COLLEGE EDUCATION
SURVEYOR
AIRPLANE MECHANIC
BROADCAST TECHNICIAN
X-RAY TECHNOLOGIST
INSTRUMENT REPAIR
POST-HIGH SCHOOL TECHNICAL TRAINING
MACHINIST
ELECTRICIAN
DIESEL MECHANIC
DRAFTER
SHEET METAL WORKER
APPRENTICESHIP TRAINING
POLICE OFFICER
WELDER
ROOFER
BUSINESS MACHINE REPAIR
ROUTE DRIVER
HIGH SCHOOL EDUCATION

Women at Work

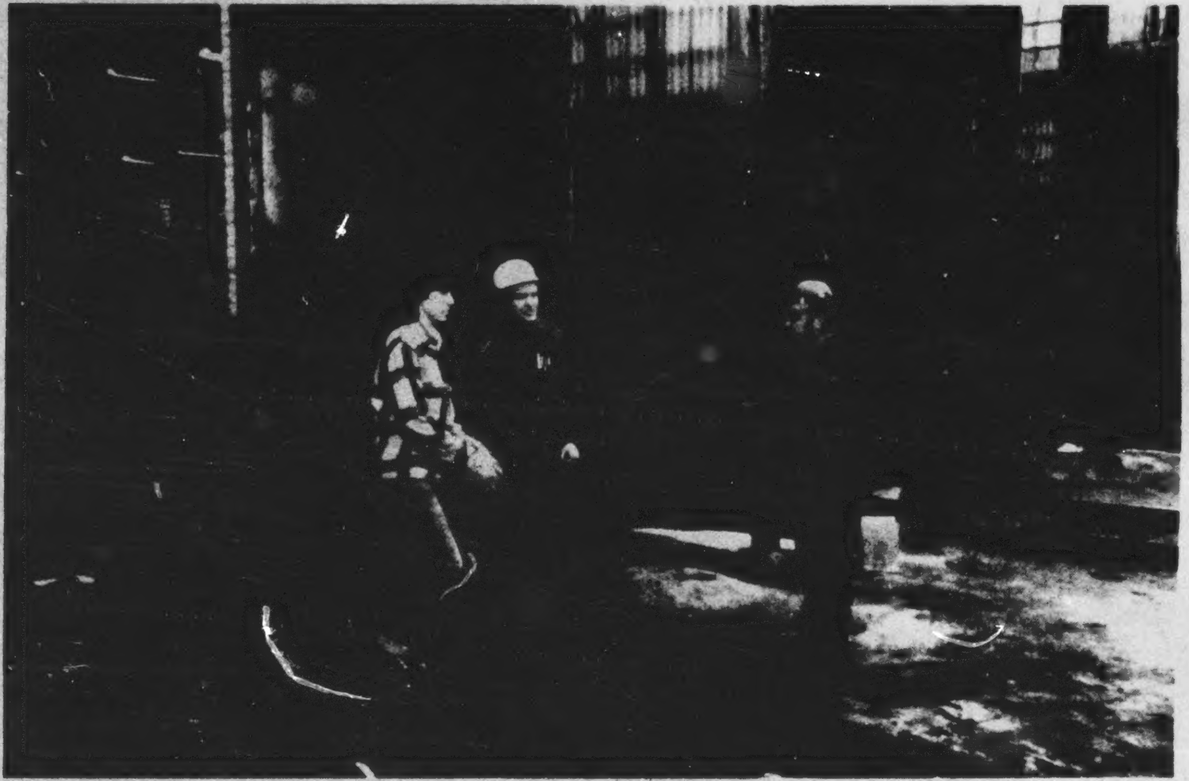
Introducing Hilda



This photo shows Hilda with her family.

Describe what you think is going on.

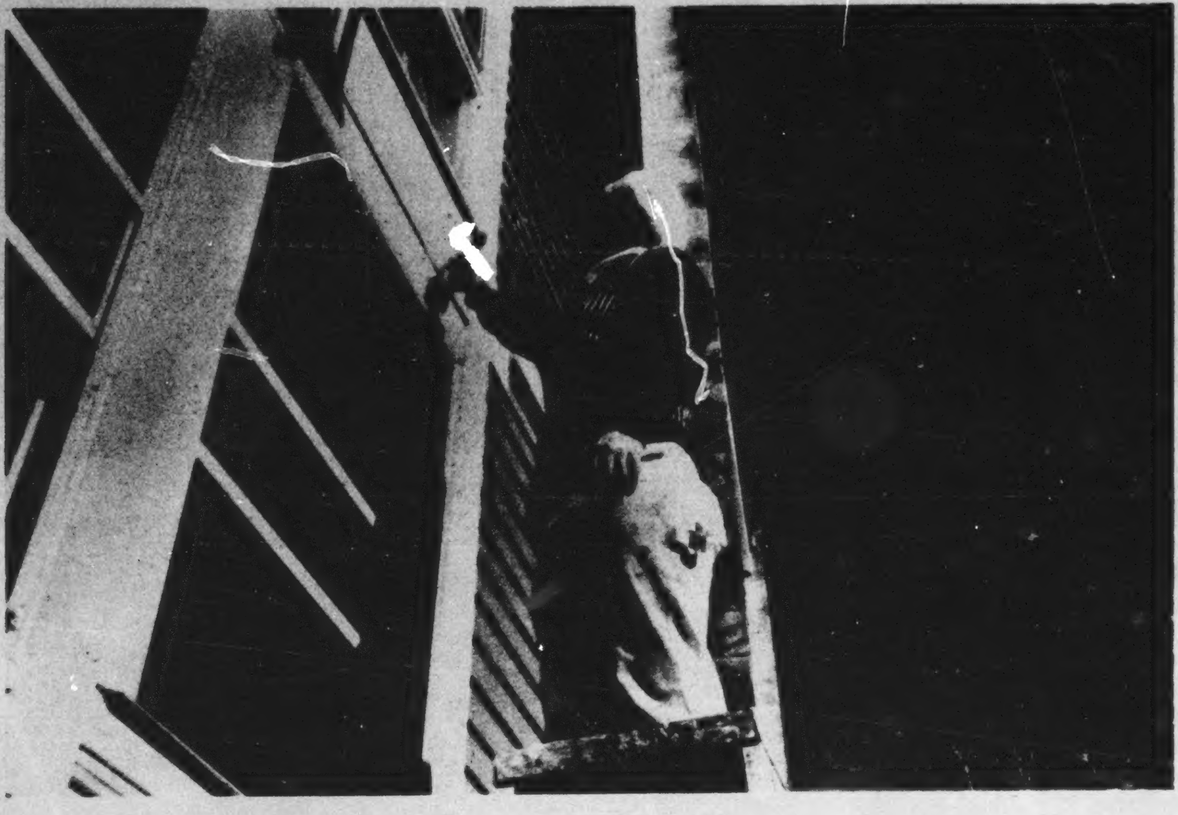
Introducing Sandy



This photo shows Sandy with her co-workers.

Describe what you think is going on.

Introducing Migdalia



This photo shows Migdalia one day last summer.

Describe what you think is going on.

Let's Talk

1. About each of the women in the sound filmstrip presentation . . .

- What do you think are the most positive things about her nontraditional job?
- What do you think are the biggest obstacles she has had to overcome?

2. About the men in the presentation . . .

- If you were one of the male employers, what would be your biggest concerns about hiring women?
- If you were one of the male workers, what would be your biggest concerns about working with women on the job?

3. About the jobs in the presentation . . .

- What advantages do you think they have? What disadvantages?
- Where else could you use the skills you need for these jobs?
- Do these jobs interest anyone in the class? If yes, for what reasons? If no, for what reasons?

4. About preparing for these jobs . . .

- What could you do to find out more about what these jobs are like?
- What could you do in school to start learning skills or developing physical fitness for these jobs? Now? In high school?

Hidden Opportunities

Game Rules

Opportunities to learn technical job skills and explore skilled trade occupations are all around you. Some are available in your own school and many are in the high schools and vocational-technical schools that you can go to. You'll find courses that offer basic math and sciences as well as those that teach you to use different kinds of tools.

The names of some courses in your school system are buried in the puzzle below. In five minutes, see if you can dig out at least ten of them. Circle the courses you find, as in the example. The names read across or down or up or diagonally or forwards or backwards. (A list of the 28 hidden courses is at the bottom of the page.)

M	A	C	H	I	N	E	S	H	O	P	B	F	J	K	U	E
E	L	X	S	N	O	I	T	A	C	I	N	U	M	M	O	C
D	Y	T	I	C	I	R	T	C	E	L	E	R	P	W	T	N
I	A	D	M	E	L	E	C	T	R	O	N	I	C	S	L	E
C	G	W	O	O	D	W	O	R	K	I	N	G	E	N	Z	I
A	A	R	C	B	P	L	U	M	B	I	N	G	V	H	U	C
L	I	G	A	Z	O	R	A	W	E	L	D	I	N	G	P	S
T	R	N	R	P	E	T	Y	G	O	L	O	I	B	W	H	L
E	C	I	P	L	H	P	U	G	N	I	T	A	E	H	O	A
C	O	Y	E	D	W	I	P	A	M	L	F	R	N	P	L	T
H	N	E	N	M	A	H	C	O	P	H	Y	S	I	C	S	N
N	D	V	T	Q	F	D	R	A	F	T	I	N	G	U	T	E
O	I	R	R	B	G	N	I	K	R	O	W	L	A	T	E	M
L	T	U	Y	V	R	N	D	I	B	T	X	P	W	R	R	N
O	I	S	J	G	T	C	H	E	M	I	S	T	R	Y	Y	O
G	O	N	O	I	T	A	R	E	G	I	R	F	E	R	L	R
Y	N	Z	N	A	G	R	I	B	U	S	I	N	E	S	S	I
B	I	G	P	A	P	E	R	H	A	N	G	I	N	G	Q	V
A	N	B	S	C	I	N	A	H	C	E	M	O	T	U	A	N
O	G	C	O	M	P	U	T	E	R	S	C	I	E	N	C	E

AGRIBUSINESS
AIR CONDITIONING
AUTO BODY
AUTO MECHANICS
BIOLOGY
CARPENTRY
CHEMISTRY
COMMUNICATIONS
COMPUTER SCIENCE
DRAFTING
ELECTRICITY
ELECTRONICS
ENVIRONMENTAL SCIENCE
GRAPHIC ARTS
HEATING
MACHINE SHOP
MATH
MEDICAL TECHNOLOGY
METALWORKING
PAINTING
PAPERHANGING
PHYSICS
PLUMBING
REFRIGERATION
SURVEYING
UPHOLSTERY
WELDING
WOODWORKING

Finders Keepers

Team A

Game Rules

Find out about opportunities in your school system to learn trade and technical skills that can help you prepare for good jobs.

Follow the clues below and see where they lead you. Then, keep the information to use in planning your high school program.

Clue 1. Send a scout to search the room for something that sits on the floor and is usually round and full of crumpled paper.

Clue 2. Taped to the inside of this object will be a large yellowish envelope addressed to your team. The scout should bring the envelope back to the team before opening it.

Clue 3. Open the envelope. Inside you will find a message in code. This means some of the letters of the words have been replaced by numbers. To de-code the message, your team will have to figure out what letters the numbers stand for.

Clue 4. Your team will be able to de-code the entire message faster if different people work on different lines. Then read it all the way through together.

Clue 5. Do what the message says.

Finders Keepers

Team B

Game Rules

Find out about opportunities in your school system to learn trade and technical skills that can help you prepare for good jobs.

Follow the clues below and see where they lead you. Then, keep the information to use in planning your high school program.

Clue 1. Send a scout to search the room for something that is hinged to a frame and opens and shuts to let people in and out.

Clue 2. Taped to the inside surface of this object will be a large yellowish envelope addressed to your team. The scout should bring the envelope back to the team before opening it.

Clue 3. Open the envelope. Inside you will find a message in code. This means some of the letters of the words have been replaced by numbers. To de-code the message, your team will have to figure out what letters the numbers stand for.

Clue 4. Your team will be able to de-code the entire message faster if different people work on different lines. Then read it all the way through together.

Clue 5. Do what the message says.

Finders Keepers

Team C

Game Rules

Find out about opportunities in your school system to learn trade and skills that can help you prepare for good jobs.

Follow the clues below and see where they lead you. Then, keep the information to use in planning your high school program.

Clue 1. Send a scout to search the room for something that stands on four legs and usually has a teacher sitting on it.

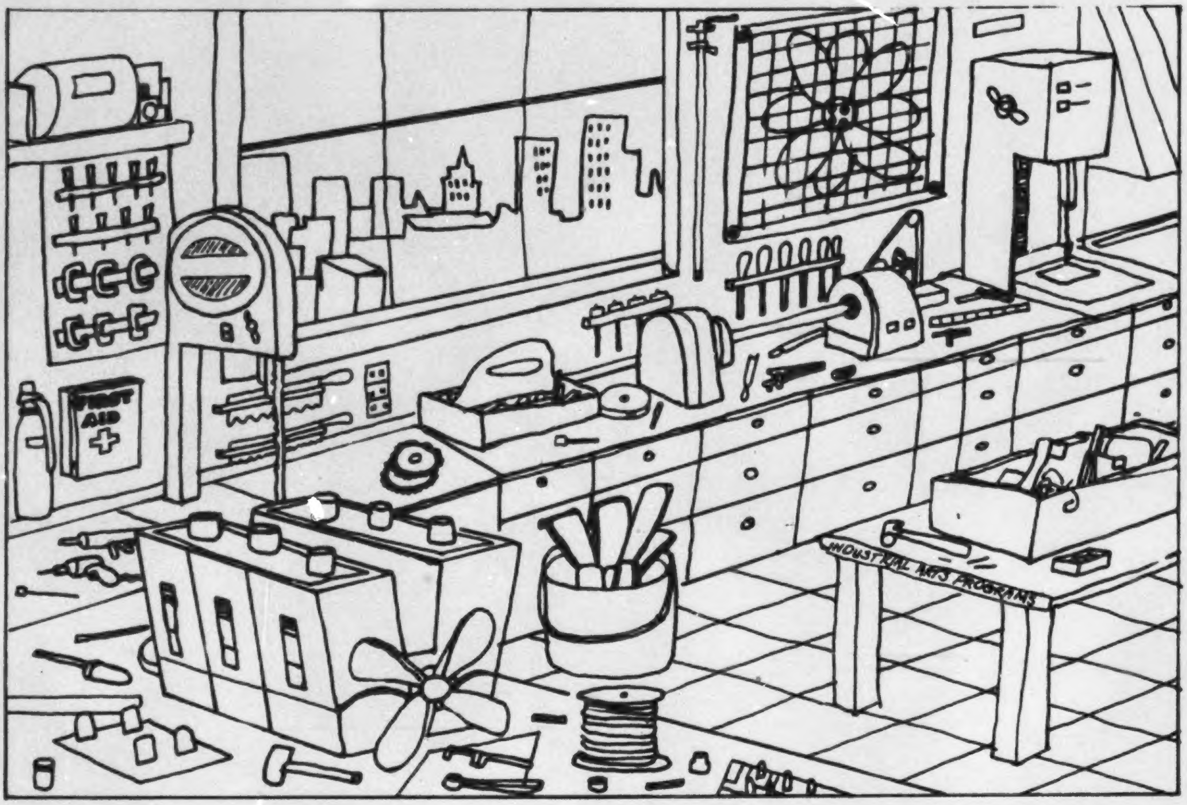
Clue 2. Taped underneath this object will be a large yellowish object addressed to your team. The scout should bring the envelope back to the team before opening it.

Clue 3. Open the envelope. Inside you will find a message in code. This means some of the letters of the words have been replaced be numbers. To de-code the message, your team will have to figure out what letters the numbers stand for.

Clue 4. Your team will be able to de-code the entire message faster if different people work on different lines. Then read it all the way through together.

Clue 5. Do what the message says.

Team A Passwords



Instructions

Find the passwords hidden in this picture.

Next, turn this page over and look at Column 1. These are the questions your team can ask the visitor. Take a vote to choose three questions your team wants to ask.

Then, choose three people to ask the questions your team has picked and three others to write the answers down in Column 2.

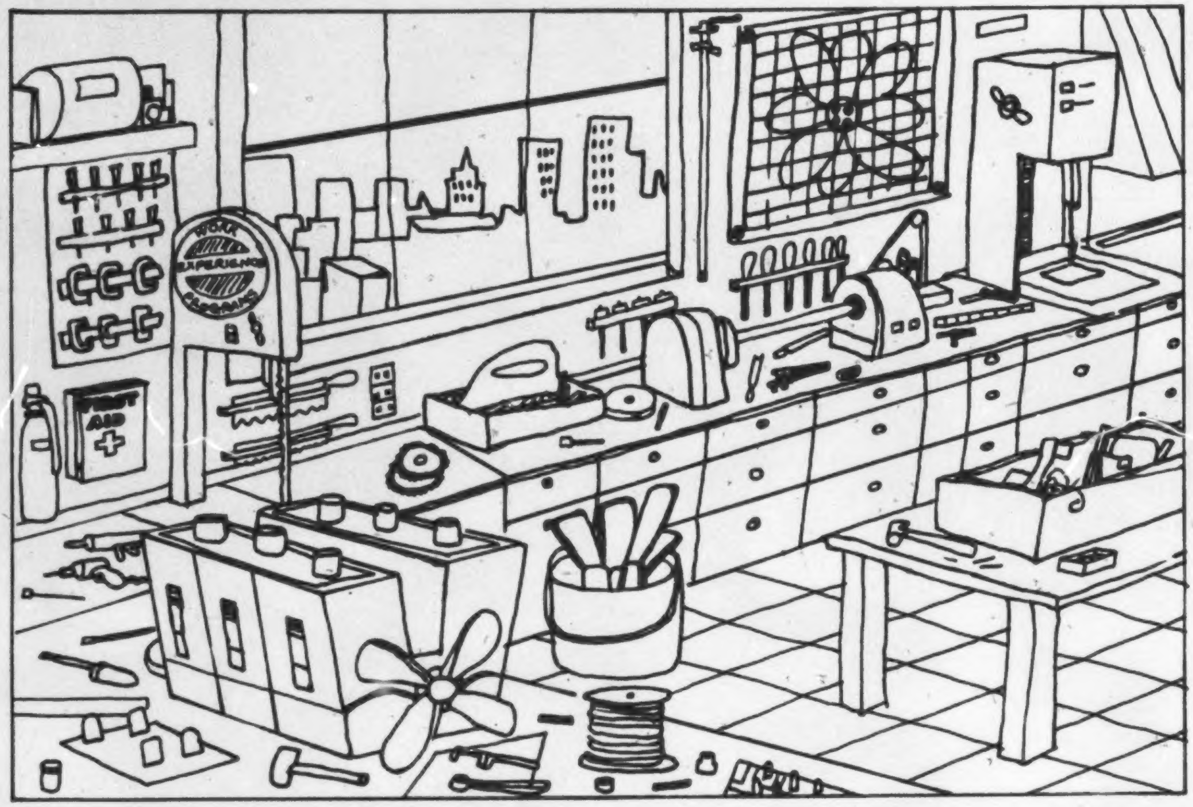
When ready, everyone on the team should give this signal: Put your left hand on top of your head and wiggle your fingers. The visitor will ask for your passwords. If they are correct, your team may begin.

Make sure you write down complete answers to the questions. The class will need them at the next session.

Team A

Column 1, Questions	Column 2, Answers
1. I want to find out what industrial arts courses are given at the high school in my district. Who in my school can give me this information?	
2. I want to find out what I need to do to enroll in industrial arts courses in my district high school. Who in my school can give me this information?	
3. I want to find out what courses are given in other high schools or vocational-technical schools that I can go to in my city. I also want to know how to apply to these schools. Who in my school can tell me?	
4. I want to look at catalogs or course lists describing Industrial Arts courses at different high schools. Who can help me get catalogs?	
5. I want to see what students do in high school or voc-tech school courses. What kinds of things do they work on and what tools do they use? Could I visit a class sometime? Who in my school can I ask to arrange this?	
6. Does your team want any other information about industrial arts courses? If so, ask a question of your own.	

Team B Passwords



Instructions

Find the passwords hidden in this picture.

Next, turn this page over and look at Column 1. These are the questions your team can ask the visitor. Take a vote to choose three questions your team wants to ask.

Then, choose three people to ask the questions your team has picked and three others to write the answers down in Column 2.

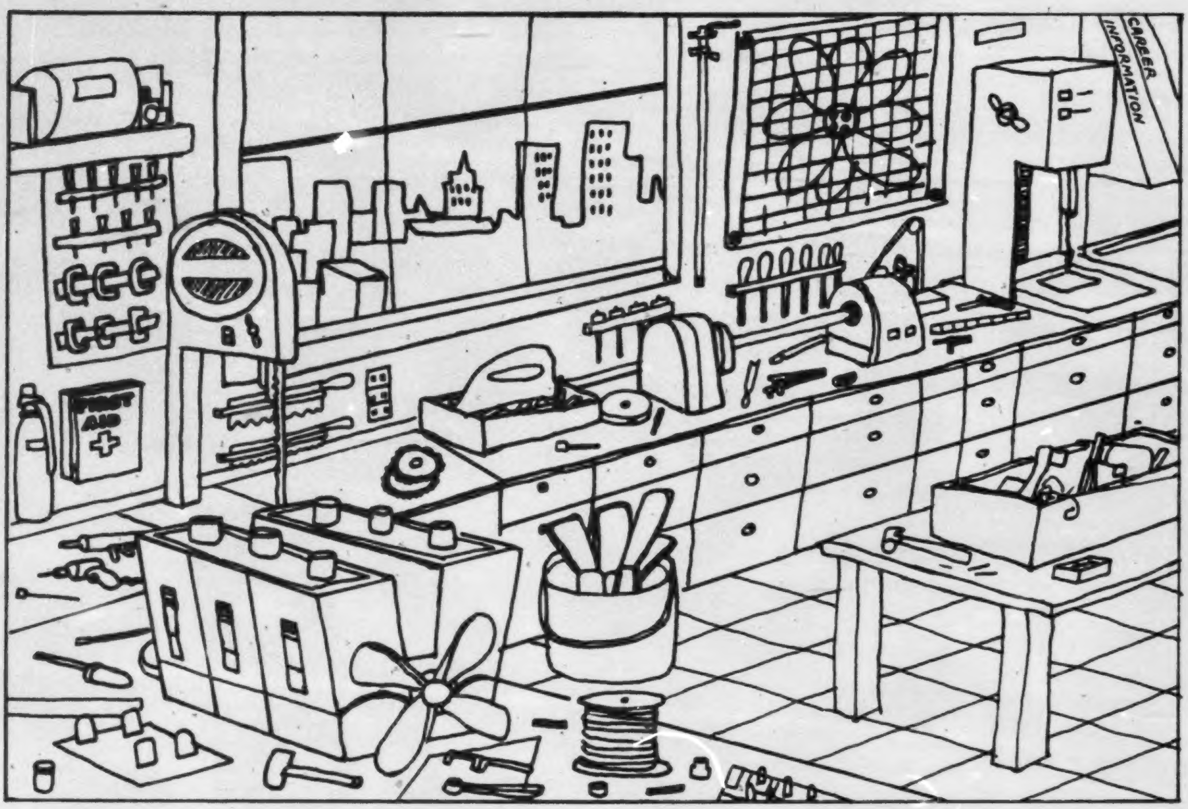
When ready, everyone on the team should give this signal: Put your right hand on your right shoulder and move your elbow up and down. The visitor will ask for your passwords. If they are correct, your team may begin.

Make sure you write down complete answers to the questions. The class will need them at the next session.

Team B

Column 1, Questions	Column 2, Answers
1. What is a work experience program? How can it help me learn technical skills?	
2. Do all high schools have work experience programs? What are they usually called? At what grade level do they start?	
3. I want to find out about work experience programs given at the high school in my district or in other schools in my city that I can go to. How can I get catalogs describing them? Who in my school could talk with me or with my parents about them?	
4. How do I enroll in a work experience program? Do I need to take certain courses or anything before I can get in? Who can tell me about this?	
5. If I try being in a work experience program and don't like it, can I get out?	
6. Does your team want any other information about work experience programs? If so, ask a question of your own.	

Team C Passwords



Instructions

Find the passwords hidden in this picture.

Next, turn this page over and look at Column 1. These are the questions your team can ask the visitor. Take a vote to choose three questions your team wants to ask.

Then, choose three people to ask the questions your team has picked and three others to write the answers down in Column 2.

When ready, everyone on the team should give this signal: Cross your arms in front of you and touch your left eyebrow with your right hand and your right eyebrow with your left hand. The visitor will ask for your passwords. If they are correct, your team may begin.

Make sure you write down complete answers to the questions. The class will need them at the next session.

Team C

Column 1, Questions	Column 2, Answers
1. I want to find out more about the different occupational fields we've been talking about in this program. Where in my school can I go to get information?	
2. I want to find out what courses I should take in high school that can help me get into a technical job. Suppose I wanted to work in one of the fields in this program. How can I learn about the courses that will help me most?	
3. I want to find out whether I'll need post-high school training to get a job in one of the occupational fields. Where can I get information about this?	
4. Suppose I wanted to move to a different part of the country after I finish school. How can I find out what kinds of jobs there are in different places?	
5. If I take courses to learn skills for one occupational field, how can I find out about the different kinds of jobs that use these skills?	
6. Does your team want to know anything else about getting career information? If so, make up a question of your own.	

Mission Possible

Team A - Outside Research

People who work in skilled and technical occupations can give you "inside" information about their jobs.

Your assignment is to have a short "interview" with a man or woman who does technical work -- someone in your own family, or a neighbor or friend, or a person in a nearby business or store.

Take this page out of your Gamebook and use it for your interview assignment. Ask the questions below and write the answers here and on the back. Do not let the page self-destruct. Bring it back to school for the next session.

1. What do you do on the job?

   Answer: ______________________________

2. How did you become interested in going into this occupation?

   Answer: ______________________________

3. What skills did you learn in school that help you in your job?

   Answer: ______________________________

4. If I wanted to do work like yours, what courses would be important for me to take in school?

   Answer: ______________________________

Mission Possible

Team B - Outside Research

Older students who are in industrial arts courses or work experience programs in high school or who are taking post-high school technical training can give you "inside" information about what these courses are like and how they are helpful.

Your assignment is to have a short "interview" with a girl or boy taking a high school or post-high school course or program -- someone among your family or friends, or someone who lives in your neighborhood.

Take this page out of your Gamebook and use it for your interview assignment. Ask the questions below and write the answers here and on the back. Do not let the page self-destruct. Bring it back to school for the next session.

1. What do you like best about the course (or program) you are taking?

   Answer: ______________________________

   ____

2. What don't you like about it?

   Answer: ______________________________

   ____

3. What made you decide to take this course (or program)?

   Answer: ______________________________

   ____

4. Has taking the course (or program) helped you make decisions about your future career? How?

   Answer: ______________________________

   ____

Team C-Outside Research

More and more in the media -- on TV and radio and in newspapers and magazines -- we see items about women working in skilled and technical jobs along with men.

Your assignment is to collect materials for a class media "display" on women in nontraditional occupations.

Take this page out of your Gamebook and use it for your media assignment. Divide your team into three groups. Each group should pick one of the activities below and collect items for the display. Do not let the page or the items you collect self-destruct. Bring them back to school for the next session.

Group 1. Look through newspapers and magazines for articles, ads, photographs, or cartoons about women in nontraditional jobs. Cut them out carefully so they can be used for the display.

Group 2. Watch TV for a while. See if you find programs or commercials that feature women in nontraditional jobs. Write a brief report about one or two. Use the back of this page if necessary.

1.) ______________________ (Name of program or commercial)

______________________ (Kind of job woman held)

2.) ______________________ (Name)

______________________ (Job)

______________________ ______________________ (Will it help viewers understand more about women today? Why?)

Group 3. Listen to the radio for a while. See if you hear programs or news broadcasts about women in nontraditional jobs. Write a brief report about one or two. Use the back of this page if necessary.

1.) ______________________ (Name of program or news broadcast)

______________________ (Kind of job woman held)

2.) ______________________ (Name)

______________________ (Job)

______________________ ______________________ (Will it help radio audiences understand more about women today? Why?)

Spreading the Word

Putting It All Together

Some information categories	● People in trade and technical occupations ● Students in training course and programs ● Women in nontraditional jobs ● Interesting facts or definitions we've learned ● Make up your own
Some ways to use materials	● Cut out or draw pictures of people or faces. Draw a balloon from their mouths and write in what they say, using real quotes from class research. ● Make a map showing roads leading from school courses to jobs in trade or technical occupations. Paste on pictures of workers or students and write their quotes at places along the roads. ● Make an interesting arrangement of pictures, cartoons, descriptions of TV programs, news items, etc., highlighting with felt-tipped marker new ways that women are earning a living. ● Make groupings of photos or your own drawings. Put captions under them, using facts or definitions from pages in your Gamebook. ● Make up your own
Some poster title suggestions	● Let Me Tell You What I Do . . . ● School Routes to Good Jobs ● Fashion News: Hard Hats for Women! ● Did You Realize That . . . ● Make up your own
Some layout ideas	● Stick to one basic idea for each poster. Give it a catchy title. ● Don't crowd on too many items. ● Vary photographs, news clippings, drawings, quotes, etc. ● Call attention to special facts or ideas by using different colors. ● Make up your own

Definitions

School definitions

Comprehensive High Schools - Schools which offer mostly academic subjects, but include some occupational courses. Also known as regular or senior high schools.

Vocational-Technical High Schools - Schools which offer half-time occupational training and half-time academic subjects.

Work Experience Programs - Supervised out-of-school activities, paid or unpaid, to help students learn occupational skills.

Cooperative Education Programs - School programs for credit that involve out-of-school experience at a worksite.

Work Release Programs - School programs for credit that involve out-of-school, paid, part-time work.

Work Study Programs - Jobs for students that are paid, in part, by federal government funds.

Prerequisite Course - A school course that must be passed before a student can enroll in more advanced courses in related areas.

Elective Course - A course that is not required for everyone but is one of several that students can choose from to fill out their school programs.

Work definitions

Skilled Trades - Occupations which require special skills to do the work. Carpenters, electricians, mapmakers, draftspersons, etc. are skilled trade workers.

Entry Level - The beginning level of a job which usually requires only basic skills and a small amount of experience.

On-the-Job Training - A chance to learn while earning. Trainees are paid as they work and are taught new skills.

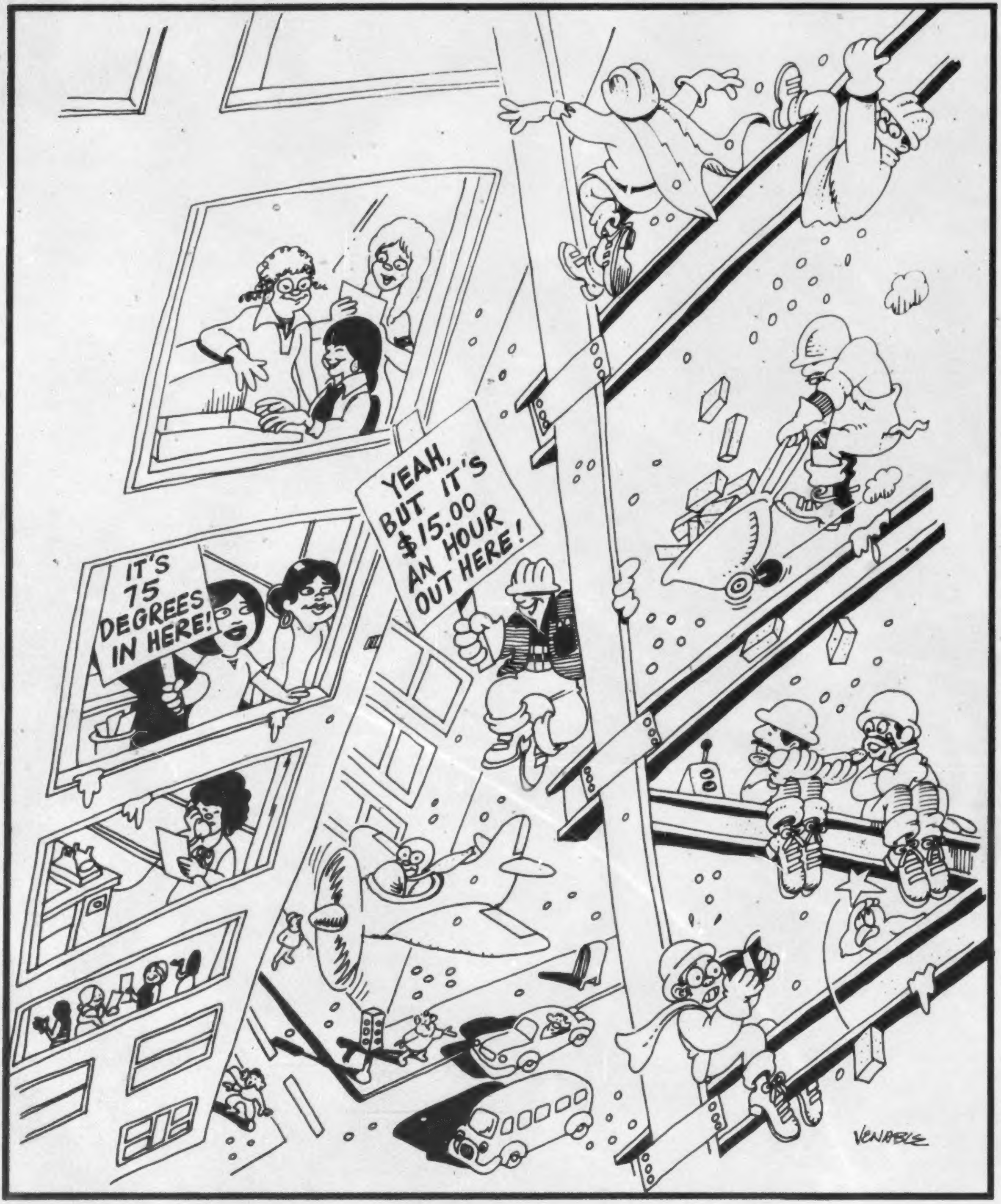
Apprenticeship - One of the oldest ways of acquiring skills. For two to four years, apprentices work, learn, and earn through on-the-job training and related classroom instruction.

Labor Union - An organization of workers formed to protect and improve the rights, wages, and working conditions of members. Many unions offer apprenticeship training programs.

Fringe Benefits - Other rewards, in addition to regular wages, that workers in certain jobs are entitled to. Medical insurance, bonuses for extra work, paid vacations and holidays are typical fringe benefits.

Resume - A written summary of a job applicant's education and experience that is given to employers.

One Picture Is Worth 1000 Words


IT'S 75 DEGREES IN HERE!
YEAH, BUT IT'S $15.00 AN HOUR OUT HERE!
VENABLE

Hello, You're on Livewire Hotline!

Tell Us What's Bugging You...

1. Uh, well...I've got a sort of embarrassing question, but if I don't have to tell you my name, I guess I'll ask it anyway. I've been taking a Machine Shop course. I've learned how to work with all this heavy equipment...and I do mean heavy...but the funny thing is, I like it. I want to go on to more training and eventually get a machinist's job. Anyhow, my boyfriend says I'd better give it up before my biceps get too big. He always teases me about my muscles and makes jokes about me pumping iron. Is it really true that if a woman does this kind of nontraditional work, she'll...you know...split all her seams?

2. Listen, I need advice. I'm 14. My name's Tina. I don't know what I'm going to be doing 10 years from now. But one thing's for sure...I hate the idea of sitting in an office all day. I'm sort of interested in fixing cars and maybe going to voc-tech school. I've heard you get good pay in those jobs. The problem is, I live with my grandmother and she says that's not what girls should try to do. What can I say to her so she'll at least let me see what it's like for a while?

3. Hi. My name is Mike and I'm in a Metal Fabrication course in my high school. I've gotten to know this girl in the class and she's really good at doing the stuff we work on. But she's going to quit because she's always getting hassled by her girlfriends. They say the only reason she's in the class is to hang out with the guys. Myself, I think she should stick with it, but nothing I say convinces her. Got any ideas? Besides, what's wrong with girls wanting to hang out with guys?

4. Gee, sometimes I wonder about women trying to work on jobs with men. I'm the only girl on a construction site with a bunch of guys. It's part of a work experience program in my school and I've been there a month already. The men aren't mean or anything, but, boy, do they keep to themselves. I get the feeling they think I'm from another planet and that they're telling jokes behind my back. I like the work a lot and I'd really like to get to be part of the group. How can I do it?

5. Good evening. I'm hoping you can help settle a family argument. My daughter's been taking an Electricity course in her school and I'm afraid she's gotten a little carried away. Now she's talking about trying to get into apprenticeship training and joining the electrical union. I've been around the building trades myself for over 20 years and let me tell you, women aren't exactly welcome in these jobs. Will you please straighten her out? I mean, what kind of employer will hire her?

6. Is this the hotline? My girlfriend told me to call you and check something out. We're in the 9th grade and we were assigned to these typing and business courses. That's fine for lots of girls, but we'd rather take industrial arts. I want to take Wood Shop and she wants Metalworking. We've talked to the guidance office and were told that girls do better in the office courses than in the shops. And also that office training would be more helpful to us in the long run. What bugs us is this: how can someone else know how we'd do in a course before we've even tried it? What can we do about this?

7. Are you real people on this hotline or are you a tape? I'm Dan. I go to voc-tech school, you know, with mostly boys. But now there are some girls taking classes in engines and motors just like we do. And that's cool... no complaints. In fact they do better than a lot of guys. But I've been noticing something. Girls seem so unsure of themselves. They're always asking me or another guy if they're doing things right or if their work is OK. How should we know? We're just learning the stuff, too. It bugs me that girls don't understand that. What should I tell them next time?

8. Hello hotline. You've got to help me decide something fast. Here's the problem. My school's giving a summer program in Construction Carpentry and my teacher's asked me to be a sort of crew chief. It means I'll probably be supervising a pack of boys. I'm not too sure it'll work out. You know, boys don't like to take orders from girls and I'm sure they're going to give me a hard time. Should I take the job? I have to say yes or no by the end of this week, but I don't want to be signing myself up for trouble.

9. Hi there. I don't know if I should be calling you or Ann Landers. Something's really getting to me and I'm running out of ways to handle it. I take this Drafting class in my school and I'm the only girl. I'm doing it because I'm thinking about maybe being an engineer or something. That kind of work's a good deal. But the boys in my class act as if I'm kind of a Barbie-doll idiot. If they're not bugging me for dates, they're offering to do my homework for me. It's a drag to go through this all the time. Can you give me some thanks-but-no-thanks tips?

10. Hello. I'd like to talk to someone who understands a mother's point of view. My 13-year-old daughter, Tracy, goes to school where girls take the same industrial arts program that boys do. I'm worried about some of these working-with-your-hands courses. Tracy says she wants to go on to college. I admit that knowing how to use tools is useful for a woman, but I don't want her to waste valuable school time. My question is, are classes like this really going to help her get ahead? I think other parents are concerned about this too. What do you think?